

**THE EFFECT OF COOPERATIVE LEARNING METHOD TYPE TEAMS
GAMES TOURNAMENT (TGT) WITH IDENTITY STYLE AS
MODERATING VARIABLE TO IMPROVE STUDENT'S
LEARNING OUTCOMES IN GRADE X ACCOUNTING
STUDY PROGRAM SMK NEGERI 1 WONOSOBO
ACADEMIC YEAR OF 2014/2015**

UNDERGRADUATE THESIS

This undergraduate thesis is submitted to fulfill of the requirement to obtain the
degree of Bachelor Education in Faculty of Economics
Yogyakarta State University



By:
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**ACCOUNTING EDUCATION STUDY PROGRAM
ACCOUNTING EDUCATION DEPARTMENT
FACULTY OF ECONOMICS
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This undergraduate thesis had been approved and validated
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VALIDATION

The undergraduate thesis entitled:

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Herby I declared that this undergraduate thesis is my own original work. According to my knowledge, there is no work or opinion written or published by others, except as reference or citation by following the prevalent procedure of scientific writing.

Yogyakarta, June 19th 2015

The author,



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MOTTO

No one can refuse the destiny/ God' provisions besides prayer. And nothing can add/ extend the life of someone besides good deeds.

(HR. Tirmidzi)

People who, when they are overwritten by something distress, they said: "Verily we belong to Allah and to Him we return."

(QS. Al-Baqarah: 156)

DEDICATED TO :

My parents (Lasimun and Saginem) who always give me the spirit and prayer.
Thank's for all of your sacrifices to me. I hope, I given the opportunity to create
your dreams and be proud of you. I love you

PENGARUH METODE PEMBELAJARAN KOOPERATIF *TEAMS GAMES TOURNAMENT* (TGT) DENGAN *IDENTITY STYLE* SEBAGAI VARIABEL MODERATING UNTUK MENINGKATKAN HASIL BELAJAR SISWA KELAS X PROGRAM STUDI AKUNTANSI SMK NEGERI 1 WONOSOBO TAHUN AJARAN 2014/2015

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui: (1) perbedaan hasil belajar siswa menggunakan metode pembelajaran kooperatif tipe *Teams Games Tournament* (TGT) dibandingkan dengan menggunakan metode pembelajaran konvensional di kelas X Akuntansi pada mata pelajaran Pengantar Keuangan dan Akuntansi pada materi pokok Payback Period and Net Present Value (NPV) di SMK Negeri 1 Wonosobo; (2) perbedaan hasil belajar antara siswa yang memiliki *Informational Style*, *Normatif Style* dan *Diffuse-Avoidance Style* di kelas X Akuntansi pada mata pelajaran Pengantar Keuangan dan Akuntansi pada materi pokok Payback Period and Net Present Value (NPV) di SMK Negeri 1 Wonosobo; (3) efek interaksi dalam menggunakan metode pembelajaran kooperatif tipe *Teams Games Tournament* (TGT) dengan *Identity Style* sebagai variabel moderating terhadap hasil belajar di kelas X Akuntansi pada mata pelajaran Pengantar Keuangan dan Akuntansi pada materi pokok Payback Period and Net Present Value (NPV) di SMK Negeri 1 Wonosobo.

Penelitian ini adalah Kuasi-Eksperimen dengan desain faktorial 3x2. Populasi dalam penelitian ini adalah kelas X Program Studi Akuntansi SMK Negeri 1 Wonosobo yang berjumlah 3 kelas. Didapatkan kelas X AK I dan X AK III sebagai sampel. Analisis data yang digunakan untuk mengetahui peningkatan hasil belajar adalah menggunakan uji prasyarat analisis yang meliputi uji normalitas dan uji homogenitas; dan uji hipotesis yang menggunakan Two Way ANOVA.

Hasil penelitian menunjukkan bahwa: (1) terdapat perbedaan hasil belajar siswa menggunakan metode pembelajaran kooperatif tipe *Teams Games Tournament* (TGT) dibandingkan dengan menggunakan metode pembelajaran konvensional; (2) tidak terdapat perbedaan hasil belajar antara siswa yang memiliki *Informational Style*, *Normatif Style* dan *Diffuse-Avoidance Style*; dan (3) tidak terdapat efek interaksi dalam menggunakan metode pembelajaran kooperatif tipe *Teams Games Tournament* (TGT) dengan *Identity Style* sebagai variabel moderating.

Kata Kunci: *Teams Games Tournament* (TGT), *Identity Style*, Kuasi-Eksperimen, Hasil Belajar

**THE EFFECT OF COOPERATIVE LEARNING METHOD TYPE TEAMS
GAMES TOURNAMENT (TGT) WITH IDENTITY STYLE AS
MODERATING VARIABLE TO IMPROVE STUDENT'S LEARNING
OUTCOMES IN GRADE X ACCOUNTING STUDY PROGRAM SMK
NEGERI 1 WONOSOBO ACADEMIC YEAR OF 2014/2015**

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ABSTRACT

This research aims to determine: (1) differences of student learning outcomes using cooperative learning method type Teams Games Tournament (TGT) compared to using conventional learning methods in grade X Accounting Study Program on subjects Introduction to Finance and Accounting in the material of Payback Period and Net Present Value (NPV) in SMK Negeri 1 Wonosobo; (2) the difference between student learning outcomes who has Informational Style, Normative Style and Diffuse-Avoidant Style in grade X Accounting Study program on subjects Introduction to Finance and Accounting in the material Payback Period and Net Present Value (NPV) in SMK Negeri 1 Wonosobo; (3) the interaction effects in using cooperative learning method type Teams Games Tournament (TGT) with Identity Style as moderating variables to learning outcomes in grade X Accounting Study program on subjects Introduction to Finance and Accounting in the material of Payback Period and Net Present Value (NPV) in SMK Negeri 1 Wonosobo.

This study is Quasi-Experiments with 3x2 factorial design. Population in this research is grade X Accounting Study Program in SMK Negeri 1 Wonosobo, which amount to 3 grades. Sampling was obtained grade X AK I and X AK III as the sample. Data analysis was used to know the learning outcome improvement is test of requirement analysis which including normality test and homogeneity test; and test hypotheses using Two-Way ANOVA.

The results showed that: (1) there are differences in student learning outcomes using cooperative learning method type Teams Games Tournament (TGT) compared to using conventional learning methods; (2) there is not difference between students learning outcomes who have Informational Style, Normative Style and Diffuse-Avoidance Style; and (3) there is not interaction effect in using cooperative learning method type Teams Games Tournament (TGT) with Identity Style as moderating variable.

Keywords: Teams Games Tournament (TGT), Identity Style, Quasi-Experimental, Learning Outcomes

FOREWORD

I would like to thank Allah the Almighty that has given me His bless and His mercy so that this undergraduate thesis entitled “The Effect of Cooperative Learning Method type Teams Games Tournament (TGT) with Identity Style as Moderating Variable to Improve Student's Learning Outcomes in Grade X Accounting Study Program SMK Negeri 1 Wonosobo Academic Year of 2014/2015” finally finished. I realize that it would have been not possible without the support of many people. Therefore, I would like to express my deepest gratitude to the following:

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May God give the best for all the people mentioned above. Finally, I hope that this work will be useful for the readers.

Yogyakarta, June 19th 2015
The author,



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TABLE OF CONTENT

Cover page.....	i
Supervision validation page.....	ii
Validation page.....	iii
Declaration of authenticity.....	iv
Motto.....	v
Dedication.....	vi
Abstrak.....	vii
Abstract.....	viii
Foreword.....	ix
Table of content.....	xi
List of table.....	xv
List of figure.....	xvii
List of appendices.....	xviii
CHAPTER I. INTROCUCTION.....	1
A. Problem Background.....	1
B. Problem Identification.....	7
C. Problem Restriction.....	7
D. Problem Formulation.....	8
E. Research Objective.....	9
F. Research Benefits.....	10
CHAPTER II. LITERATURE REVIEW.....	11
A. Literature Review.....	11
1. Learning Outcomes.....	11
a. Learning Outcomes Definition.....	11
b. Domains of Learning Outcomes.....	12
c. Factors Affecting the Learning Outcomes.....	20
d. Learning Outcomes Measurement.....	27
2. Identity Style.....	28
a. Definition of Identity Style.....	28

b. Types of Identity Style.....	28
c. Factors Affecting the Identity Style.....	29
d. Measurement of Identity Style.....	33
3. Cooperative Learning Methods type Teams Games Tournament (TGT).....	34
a. Definition of Learning Method.....	34
b. Cooperative Learning Method.....	34
c. Cooperative Learning Method type Teams Games Tournament (TGT).....	36
B. Relevant Research.....	40
C. Research Framework.....	42
D. Research Hypothesis.....	44
CHAPTER III. RESEARCH METHOD.....	46
A. Types of Research.....	46
B. Research Design.....	46
C. Research Location and Time.....	48
1. Research Location.....	48
2. Research Time.....	48
D. Research Variables.....	49
E. Population and Sample.....	50
1. Population.....	50
2. Sample.....	51
F. Operational Definitions.....	51
1. Learning Outcomes.....	51
2. Identity Style.....	51
3. Cooperative Learning Method type Teams Games Tournament (TGT).....	52
G. Research Procedures.....	53
H. Data Collection Techniques.....	54
1. Achievement Test.....	54
2. Observation.....	54

3. Questionnaire.....	55
4. Documentation.....	55
I. Research Instrument.....	55
1. Achievement Test.....	56
2. Observation.....	57
3. Questionnaire.....	60
J. Instrument Test.....	61
1. Validity Test of Instrument.....	61
2. Reliability Test of Instrument.....	63
3. Item Analysis.....	64
a. Difficulty Level.....	64
b. Distinguishing Power.....	65
K. Data Analysis Techniques.....	66
1. Test of Requirement Analysis.....	66
a. Normality Test.....	67
b. Homogeneity Test.....	67
2. Hypothesis Test.....	68
CHAPTER IV. RESEARCH RESULTS AND DISCUSSION.....	69
A. Description of Research Result.....	69
1. Description of Research Location and Research Subject.....	69
a. Description of Research Location.....	69
b. Subject Research.....	72
2. Research Implementation.....	72
3. Data of Learning Outcomes.....	74
4. Data of Identity Styles.....	77
B. Hypothesis Test.....	79
1. Test of Requirement Analysis.....	79
a. Normality Test.....	79
b. Homogeneity Test.....	80
2. Hypothesis Test.....	81
a. Hypothesis I.....	82

b. Hypothesis II.....	83
c. Hypothesis III.....	84
C. Discussion.....	85
D. Strength and Weakness.....	89
E. Research Limitation.....	89
CHAPTER V. CONCLUTIONS AND SUGGESTIONS.....	90
A. Conclutions.....	90
B. Implication.....	91
C. Suggestions.....	92
REFERENCES.....	94
APPENDIX.....	98

LIST OF TABLE

Table	Page
1. Research Design.....	46
2. List of The Number of Students in Grade X Accounting Study Program.....	50
3. Assessment Guidelines of Cognitive Learning Outcomes.....	57
4. Assessment Guidelines of Affective Learning Outcomes.....	58
5. Assessment Criteria of Affective Learning Outcomes.....	59
6. Assessment Guidelines of Psychomotor Learning Outcomes.....	59
7. Assessment Criteria of Psychomotor Learning Outcomes.....	60
8. Guidelines for Assessment of Identity Style.....	60
9. Measurement Scale of identity Style.....	61
10. Summary of Identity Style's Validity Result.....	62
11. Summary of Achievement Test' Validity Result.....	63
12. Criteria of Correlation Coefficient's Reliability.....	63
13. Summary of Identity Style's Reliability Result.....	64
14. Summary of Achievement Test's Reliability Result.....	64
15. Criteria of Difficulty Level.....	65
16. Criteria of Distinguishing Coefficient.....	66
17. Schedule of Research Implementation.....	73
18. Data of Learning Outcomes on Experimental Group and Control Group	74
19. Data of Learning Outcomes Based on Domains.....	75
20. Frequency Distribution of Learning Outcomes Improvement on Experimental Group.....	76
21. Frequency Distribution of Learning Outcomes Improvement on Control Group.....	77
22. Data of Identity Style on Experimental Group and Control Group.....	78
23. Frequency Distribution of Student Identity Styles on Experimental Group and Control Group.....	78
24. Summary of Normality Test of Student Identity Styles.....	79

25. Summary of Normality Test of Student Learning Outcomes.....	80
26. Summary of Homogeinity Test of Student Identity Styles.....	81
27. Summary of Homogeinity Test of Student Learning Outcomes.....	81
28. The Results of Two-Way ANOVA on Learning Methods.....	82
29. The Results of Two-Way ANOVA on Identity Styles.....	83
30. The Level of Identity Style Differences.....	84
31. The Results of Two-Way ANOVA on Interaction Effect of Learning Method and Identity Style.....	85

LIST OF FIGURE

Figure	Page
1. Rule of Game.....	37
2. Relationship between Heterogeneous and Homogeneous of Teams and Tournaments.....	38
3. Research Paradigma.....	44
4. Histogram of Learning Outcomes on Experimental Group.....	76
5. Histogram of Learning Outcomes on Control Group.....	77
6. Histogram of Identity Style on Experimental Group and Control Group.	78

LIST OF APPENDICES

Appendix	Page
1. Presence of Students.....	99
2. Score of Testing of Questionnaire.....	101
3. Validity Test of Questionnaire.....	103
4. Validity Test of Achievement Test.....	109
5. Reliability Test of Questionnaire and Achievement Test.....	111
6. Item Analysis.....	112
7. Data of Pretetst of Cognitive Domain on Experimental Group.....	113
8. Data of Pretest of Affective Domain on Experimental Group.....	114
9. Data of Pretest of Psychomotor Domain on Experimental Group.....	115
10. Data of Pretest of Cognitive Domain on Control Group.....	116
11. Data of Pretest of Affective Domain on Control Group.....	117
12. Data of Pretest of Psychomotor Domain on Control Group.....	118
13. Data of Posttest of Cognitive Domain on Experimental Group.....	119
14. Data of Posttest of Affective Domain on Experimental Group.....	120
15. Data of Posttest of Psychomotor Domain on Experimental Group.....	121
16. Data of Posttest of Cognitive Domain on Control Group.....	122
17. Data of Posttest of Affective Domain on Control Group.....	123
18. Data of Posttest of Psychomotor Domain on Control Group.....	124
19. Learning Outcomes of Control Group (X AK I).....	125
20. Learning Outcomes of Experimental Group (X AK III).....	126
21. Identity Style of Control Group.....	127
22. Identity Style of Experimental Group.....	129
23. Calculation of Interval Class.....	131
24. Frequency Table.....	133
25. Normality Test of Learning Outcomes and Identity Style.....	138
26. Homogeneity Test of Achievement Test and Identity Style.....	139
27. Two-Way ANOVA Test of Post-Pest.....	140
28. Differences of Learning Outcomes Based On Identity Style.....	141

29. Questionnaire.....	142
30. Syllabus.....	146
31. Lesson Plan of Experimental Group.....	148
32. Lesson Plan of Control Group.....	163
33. Achievement Test.....	178
34. Observation Sheet.....	186
35. Data of First Groups.....	190
36. List of Students, Scores dan Rank in Each Games.....	191
37. List of Score from Each Groups.....	193
38. List of Champions.....	194
39. Documentation.....	195
40. The Permit Research.....	197
41. The Statement of Research.....	198
42. Guidance Card.....	199

CHAPTER I INTRODUCTION

A. Problem Background

Education is a sector that has an important position because education is a way used by human to have a decent live. This is consistent with Dwi Siswoyo, et al. (2007: 2) who said that education is an attempt to humanize human conducted based on view of life and takes place in socio-cultural background of community. Meanwhile according to Law No. 20 of 2003 Article 1, Paragraph (1), it is explained that, “Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that students are actively developing the potential for them to have spiritual powers, religious, self-control, personality, intelligence, noble character, and skills which are needed by them, the community, the nation, and the State.”

Based on the opinion above, it can be concluded that education is an attempt to develop self potential which is every human’s right to get a better life. Education meant in this research is formal education, such as explained on Law No. 20 of 2003 Article 1, Paragraph (10-13), “Education Unit is a group of educational services that organize education on line of formal, non-formal, and informal at all levels and types of education.

1. Formal education is a structured educational path and tiered consisting of primary education, secondary education, and higher education.
2. Non-formal education is the path of education outside formal education which can be implemented in structured and tiered.

3. Informal education is education line from the family and the environment.

Education is supported by learning activity, in which definition of the learning is external conditions of learning activities undertaken by the teachers for conditioning a person to learn (Abdul Majid, 2013: 5). The teachers are very important in the learning activities because the teachers assist the students in learning. Without the teachers, students are not able to learn the material only with self-learning. Therefore, it is necessary for a teacher to have academic qualification and competence as learning agent, to be physically and mentally healthy, and have the ability to realize the goal of national education (Zainal Arifin, 2012: 42).

The implementation of learning activity must be started by creating a lesson plan which will be implemented or is called learning strategy and presented in Lesson Plan (RPP). This strategy contains a sequence of activities which will be implemented in the learning process. In implementing the strategy that has been arranged, the teachers need a learning method. It describes the way used to implement the plan that has been arranged in concrete activities so that the determined learning objectives can be achieved optimally. The success of learning strategy implementation depends on how the teachers use the learning methods.

Recently, the learning methods are progressing by the development of new learning methods. The new learning methods demand the students to participate more actively in the learning. It is motivated by the ineffectiveness of using conventional learning methods in achieving the learning objectives

that have been determined. Most teachers conduct learning activity using lecturing method. According to Hasibuan and Moedjiono (2012: 13), the use of lecturing is caused by habit factor of the teacher and the students. The teachers usually are not satisfied if they do not do the lectures. It is similar to the students who are reluctant to learn without the material delivery by the teacher. Lecturing method is a passive learning model in which the teacher explains, the students listen, the teacher dictates, the students note, the teacher asks, the students answer and so on (Dede Rosyada, 2004: 89).

SMK Negeri 1 Wonosobo represents Vocational High School in Wonosobo regency which has two expertises, namely Business and Management (Bisman) and Technology, Information and Communications (TIK). Study program of Business Management consists of Accounting (AK), Office Administration (AP) and Marketing (PM). While study program of Technology, Information and Communications consists of Software Engineering (RPL), Computer Network Engineering (TKJ) and Multimedia (MM). Based on observation conducted by researcher in the subject Introduction to Finance and Accounting in Accounting Study Program SMK Negeri 1 Wonosobo, there were several problems in the learning activity, such as: 1) the teacher is still using lecture method in the learning, 2) assignment is given individually or in groups with a friend at one bench, and 3) there are some students whose score are low.

First problem in the learning activity in the subject Introduction to Finance and Accounting is about learning method used by the teacher. Material is

presented by giving thorough explanation to the students. Explanation given is helpful for the students to learn, but this method provides constraint for the students to translate the materials and to explore other potential that they have. Students' potentials are not only ability to receive knowledge, but also their communication skills and teamwork skills if they are accustomed to work in group.

Second problem in subject Introduction to Finance and Accounting is about the form of assignment. Assignments which are usually given to the student are individual assignments. The teacher usually permits the students to discuss with each friend in doing the assignment. With this method, the students feel bored because they always work in group with the same people and the same characters. Students' potential cannot develop if the students always cooperate with the same person because the students do not have a new challenge to know each others. Students' hope to the teacher is able to form groups with different character of each students, so all students acquire new challenge of grouping.

Third problem in the learning in the subject Introduction to Finance and Accounting is about students' learning outcomes. Students' learning outcomes are quite good. But, from 32 students in the experimental group there are 10 students whose scores are low. So is in the the contol group, from 30 students there are 12 students whose scores are low. The diversity of students' scores obtained are influenced by: (1) ineffectiveness of learning method used by the teacher in the learning and (2) variety of students' characters in receiving the

lessons given by the teacher. Learning method which is usually used by the teacher is not motivating the students to think actively in the learning so the students have difficulty in receiving material and it makes the students' learning outcomes low. A teacher needs a learning method to encourage the students to be active in the learning so the students are easy to understand about the material and get high score in the learning. Based on that problem, researcher can give suggestion of using Teams Games Tournament (TGT) learning method.

Teams Games Tournament (TGT) learning method is a cooperative learning method which has class presentation, teams, game, tournaments and team recognition component. This method provides opportunity for the teacher to use competition in an atmosphere of constructive/positive. The students will be aware that competition is something that they always face all the time, but this method gives them rules and strategies to compete as an individual after receiving help from their group friends. They build dependency or trust in their teams that gives them opportunity to feel confident when they compete in tournament.

The second problem was associated with differences of the scores obtained by students. As high school's students, of course they are still in adolescence. As an adolescent, they have task to develop the identity. By developing an identity structure, individual gains a frame of reference for making decisions, problem-solving, interpreting experiences and self-relevant information. Development of identity structure shows stability of individual's

way in taking the values from where he lives. There are three types of identities in making decision, problem-solving, and interpreting experiences and self-relevant information. There are Informational, Normative, and Diffuse-Avoidant (Autumn K. Knutson, et. al., 2012: 6-7). Informational Style is an identity of a person where he always analyzes the received information. Normative Style is an identity of a person where he tends to rely on opinions of others in processing obtained information. Diffuse-Avoidance Style is an identity of a person where it is always controlled by situation. Identity diversity of the students will affect students' response in receiving the lessons given by the teacher. So, it is very influential on variation of the scores gained by students in a class.

Based on description above, researcher conducts a research with objective to find out the effect of cooperative learning method type Teams Games Tournament (TGT) with Identity Style as moderating variables on students' learning outcomes compared to conventional learning methods. This research entitled "The Effect of Cooperative Learning Method type Teams Games Tournament (TGT) with Identity Style as Moderating Variable to Improve Student's Learning Outcomes in Grade X Accounting Study Program SMK Negeri 1 Wonosobo Academic Year of 2014/2015."

B. Problem Identification

1. The teacher teaches by lecturing method so the students can not translate the material and explore other possible potential that they have.

2. The students feel bored with assignment system that used by the teacher.
3. There are some students getting low score in learning methods because the teacher does not motivate the students to think actively in the learning and easy to understand the materials.

C. Problem Restriction

Based on the problem identification, researcher limits the issues on improving students' learning outcomes in the subject Introduction to Finance and Accounting in the material Payback Period and Net Present Value (NPV). This is caused by ineffectiveness in used conventional learning method by the teacher to improve learning outcomes, both in cognitive, affective and psychomotor domains. Therefore, this research focused on effect of Teams Games Tournament (TGT) learning method with Identity Style as moderating variable on learning outcomes in grade X Accounting SMK Negeri 1 Wonosobo in the subject Introduction to Finance and Accounting in the material Payback Period and Net Present Value (NPV). Domains which used to measured learning outcomes in this research includes cognitive, affective and psychomotor domains. Cognitive assessment in this research focuses on knowledge, understanding and application because in this material, the students can only use their cognitive domain until application level. To assess the affective and psychomotor, researcher uses assessment based on Lesson Plan (RPP). Aspects measured are only the aspects which appears in learning process.

D. Problem Formulation

1. Are there any differences between students' learning outcomes by using Teams Games Tournament (TGT) learning method and by using conventional learning method in grade X Accounting in the subject Introduction to Finance and Accounting at material Payback Period and Net Present Value (NPV) in SMK Negeri 1 Wonosobo Academic Year of 2014/2015?
2. Are there any differences of student's learning outcomes between the students who have Informational Style, Normatif Style and Diffuse-Avoidance Style in grade X Accounting in the subject Introduction to Finance and Accounting at material Payback Period and Net Present Value (NPV) in SMK Negeri 1 Wonosobo Academic Year of 2014/2015?
3. Are there any effects of interaction in the usage of Teams Games Tournament (TGT) learning method with Identity Style as moderating variable to improve learning outcomes in grade X Accounting in the subject Introduction to Finance and Accounting at material Payback Period and Net Present Value (NPV) in SMK Negeri 1 Wonosobo Academic Year of 2014/2015?

E. Research Objective

Based on the problem formulation, the objectives to be achieved from this research are:

1. The differences between students' learning outcomes by using Teams Games Tournament (TGT) learning method and by using conventional learning method in grade X Accounting in the subject Introduction to Finance and Accounting at material Payback Period and Net Present Value (NPV) in SMK Negeri 1 Wonosobo Academic Year of 2014/2015.
2. The differences of students' learning outcomes between the students who have Informational Style, Normatif Style and Diffuse-Avoidance Style in grade X Accounting in the subject Introduction to Finance and Accounting at material Payback Period and Net Present Value (NPV) in SMK Negeri 1 Wonosobo Academic Year of 2014/2015.
3. The effects of interaction in the usage of Teams Games Tournament (TGT) learning method with Identity Style as moderating variable to improve learning outcomes in grade X Accounting in the subject Introduction to Finance and Accounting at material Payback Period and Net Present Value (NPV) in SMK Negeri 1 Wonosobo Academic Year of 2014/2015.

F. Research Benefits

The expected benefits of this research are:

1. Theoretical Benefits
 - a. Giving positive contributions for the development of science in education field.
 - b. As a reference and consideration for the next research.

2. Practical benefits

- a. For school, Teams Games Tournament (TGT) learning method can be used as consideration and input in developing matters related to the learning.
- b. For the teacher, it can be used as input for Introduction to Finance and Accounting teacher to improve students' learning outcomes by using Teams Games Tournament (TGT) learning method.
- c. For the students, it will train the students to be more creative, confident, and independent in study, so they can improve their learning outcomes.
- d. For researcher, this research can broaden knowledge and intellectual insight about the usage of Teams Games Tournament (TGT) learning method.

CHAPTER II LITERATURE REVIEW

A. Literature Review

1. Learning Outcomes

a. Learning Outcomes Definition

Slameto (2013: 2) said that learning is an effort which is done by someone to change behavior, as the result is obtained in interaction with environment. Whereas according to Oemar Hamalik (2012: 45), learning is a change of perception and behavior to be better and to be able to meet the needs of other and himself. That opinion is supported by Sugihartono et al. (2007: 74) who said that learning is a process of changing behavior as a result of interaction of individual with environment to meet his needs. Based on those opinions, it can be concluded that learning is an attempt by individual to improve behavior. This behavior improvement is the application of value which is obtained from interaction with environment to be able to meet the needs of other as well as himself.

Agus Suprijono (2013: 5) said that learning outcome is the pattern of actions, values, definitions, attitudes, appreciation and skill. Whereas according to Snelbeker (1974) in Rusmono (2012: 8), learning outcome is a new capability which is obtained by student after learning to be able to change the behavior. This behavior change is the result of experience. That opinion is reinforced by Mulyono

Abdurrahman (2002: 37), who said that learning outcome is the ability after the students go through learning activities. Based on the opinions, it can be concluded that learning outcome is the skills of a person, where such skill is new capability which is gained from experience called learning.

b. Domains of Learning Outcomes

Based on classification of learning outcomes expressed by Benyamin Bloom, there are three domains of learning outcomes. They are cognitive, affective and psychomotor. This is supported by Nana Sudjana (2013: 23-31) who described domains of learning outcomes are as follow:

1) Cognitive Domain

Cognitive domain is related to intellectual learning outcomes which consist of six aspects, which are knowledge or memory, comprehension, application, analysis, synthesis and evaluation. The second aspects of the first are called low-level cognitive and subsequent fourth including high-level cognitive.

a) Knowledge

Knowledge here includes such rote formulas, limitation, definition, terms, clauses in legislation, character names, and city names.

b) Comprehension

Comprehension can be divided into three categories which are comprehension of translation, comprehension of interpretation and comprehension of extrapolation.

c) Application

Application is the use of abstract on concrete situation or particular circumstance.

d) Analysis

Analysis is an attempt to sort out an integrity into elements or parts so that hierarchy and/or structure is clear.

e) Synthesis

Synthesis is union of elements or parts into an overall shape.

f) Evaluation

Evaluation gives a decision about value of something which might be seen in terms of objectives, ways of working, solving, methods etc.

2) Effective Domain

This domain relate to an attitude which consists of five aspects. The aspects are receiving, answering or responding, give value, organizing and internalizing.

- a) Receiving/attending, is a kind of sensitivity in receiving stimulation from outside who comes to the students in the form of a problem, situation, symptoms etc.
- b) Responding or answer, is the reaction given by a person to stimulate which comes from outside.
- c) Give value is respect to values and beliefs to symstoms or stimulus.
- d) Organizations develop a value into a system organization, including relationship of value with another value, stabilization, and of its existing priorities.
- e) Characterization or internalization of values, is integration of all systems which have value of a person, which affects personality and bahavior patterns.

3) Psychomotor Domain

It is related to learning outcomes of skills and abilities to act.

There are six aspects of psychomotor domain which are:

- a) The reflex movement (movement skills at an unconsciousness).
- b) Skills in basic movements.
- c) Persetual capabilities, including visually differentiate, distinguish auditory, motor and others.
- d) Capabilities in physical field, such as strength, harmony and accuracy.
- e) Movement skills, from simple skill to complex skill.

- f) Communication capabilities with regard to non-decursive as expressive as interpretive movement.

According to Mimin Haryati (2007: 22-38), learning outcomes can be grouped into three areas. They are:

1) Assessment of Cognitive Aspect

Cognitive aspect relates to ability to think including understand, memorize, apply, analyze, synthesize and evaluate capability. Cognitive aspect consists of six levels with different learning aspect which are:

- a) Knowledge level, this stage requires the student to be able to remember (recall) various information which has been received previously.
- b) Understanding (comprehension) level, this stage of understanding category is associated with ability to explain knowledge, information is already known by words alone.
- c) Application level, application is ability to use or apply information which have learned to new situation, and solve a variety of problems which arise in everyday life.
- d) Analysis level, analysis is ability to identify, isolate and distinguish components or elements of a fact, concept, opinion, assumption, hypothesis or conclusion, and examine each component to see is there any contradiction or not.

- e) Syntesis level, synthesis is a person's ability to associate and unite various elements and elements of existing knowledge to form a new pattern which is more thorough.
- f) Evaluation level, evaluation is highest level which expects the students to be able to make judgment and decision about value of an idea, method, product or object using certain criteria.

2) Assessment psychomotor aspect

Psychomotor assessment of learning outcomes or skill should include preparation, process and product.

3) Assessment affective aspect

Affective domain determines successment of the students to achieve mastery in learning process. Rating affective domain there are five, are:

- a) Receiving/attending, the students have desire to attention a particular phenomenon (stimulation).
- b) Responding is active participation of the students, yes it is as part of his behavior.
- c) Valuing (judge) involve determination of values, beliefs or attitudes which demonstrate internalization and commitment.
- d) Organization is form of conceptualization value or organizational value system.
- e) Characterization, associated with personal, emotional and socialist sense.

The opinion was reinforced by Anas Sudijono (2012: 49-58), who said that object of learning outcomes evaluation include of:

1) Cognitive Domain

Cognitive domain is domain that include mental activity (brain). There are six levels of cognitive thinking process, ranging from the lowest level to the highest level. Sixth levels in question are:

- a) Knowledge is ability to recall or recognize back of a name, term, idea, symptom, formula, etc., without expect the ability to using it.
- b) Understanding (comprehension) is ability to understand or comprehend anything after something that is known and remembered.
- c) The application is ability of a person to apply or use general ideas, procedures or methods, principles, formulas, theories etc., in new and concrete situation.
- d) Analysis is ability to specify or describe a substance or circumstances according to smaller parts and able to understanding relationship between parts or a factor with other factors.
- e) Synthesis is a process that combines parts or elements logically, thus transformed into a structured pattern or form a new pattern.

- f) Assessment/award/evaluation is a person's ability to make a judgment on a situation, values or ideas.

2) Affective Domain

Affective domain is a domain that is related to attitude and value.

Affective domain is divided into five levels, are:

- a) Receiving or attending is sensitivity of a person to receive a stimulus from outside who come to him in the form of a problem, situation, symptom and others.
- b) Responding is ability of a person to include themselves in certain phenomena actively and make correcting against that by one of way.
- c) Valuing (judge or appreciate) means to give value or give award to an activity or object, so that when the activity is not done, will bring loss or regret.
- d) Organization (arranging) means to reconcile the difference of value so that form a new value that more universal, which bring to a general improvement.
- e) Characterization by a value or value complex, is integration of all value system which have been owned by a person, which affects personality and behavior patterns.

3) Psychomotor Domain

Psychomotor is domain which related with skill or ability to act after someone receives a certain learning experience.

Psychomotor learning outcome is a continuation of cognitive learning (understanding something) and affective learning outcomes (a new look in the form of tendencies to behave). Cognitive and affective learning outcomes will be the result of learning psychomotor if the students have demonstrated certain behaviors or actions accordance with the meaning contained in cognitive and affective domains.

Based on three opinions above, it can be concluded that there are three domains of learning outcomes, are:

1) Cognitive Domain

Cognitive domain is domain which relate to brain ability, which consists of knowledge, comprehension, application, analysis, synthesis and evaluation.

2) Affective Domain

Affective domain relates to attitude and value were determined the successment of the students in achieve mastery learning which consists of reception, response, assessment, organization and internalization.

3) Psychomotor Domain

The psychomotor domain relates to skill or ability to act after receive a learning experience. This skill indicates student behavior appropriate to affective and cognitive learning outcomes that include preparation, process and product. These skills include

reflex movement, involuntary movement, perstual ability, physical ability, movement skills, and communication skill of non-decursive.

c. Factors Affecting the Learning Outcomes

Daryanto (2010: 55-58), said that factors which affect learning are classified into:

1) Factors which come from student outside, and it still can be classified into two groups with a note that overlapping persist, are:

a) Non-Social Factor

Non-social factor is all all factors which must be arranged so that can help (benefit) learning process/action maximally. These factors such as state of the air, air temperature, weather, time, place, and tool uses for learning.

b) Social Factor

What is meant by social factor here is human factor (fellow human), neither the man is there (present) and his presence can be concluded, so he is not directly present.

2) Factors which come from within of the students, and this can be classified be two groups, are:

a) Physiological Factor

Physiological factors can be divided into two kinds, are:

(1) General physical condition

State of general phsical condition can be said

underlying learning activities. In connection with this case there are two things which should be mentioned, are:

- (a) Nutrition should be enough due to lack of food content will lead to a lack of physical condition.
 - (b) Some chronic diseases are very disturbing to learn.
- (2) State of certain physiological function primarily sensory functions.

In school system, today among five senses that most plays a role in the learning is eyes and ears. Because it is an obligation for every teacher to keep, so that senses of the students can work properly, both safeguards which are less curative and preventive.

b) Psychological Factor

There is need to give special attention to the students is thing which drives learning activity, which is reason they does learn.

According Baharuddin and Esa Nur Wahyu (2010: 19-28), the factors affected learning outcomes divided into two categories:

1) Internal Factors

Internal factor is factors which originate from within individual and can affect individual's learning outcomes. Internal factors include physiological and psychological factors.

a) Physiological Factor

Physiological factor is factor which related to physical condition of individual. These factors can be divided into two kinds, are:

(1) State of physical tone

State of physical tone in general greatly affects learning activities of person.

(2) State of physiological tone

During learning process, role of physiological function in human body greatly affects learning outcomes, especially five senses.

b) Psychological Factors

Psychological factor is psychological state of a person who can affects learning process. Some of main psychological factors which affect learning process are:

(1) Student Intelligence

Defined as psycho-physical ability in react stimulation or adapt to environment through proper way.

(a) Motivation

Motivation is one of factors which affect effectiveness of student learning activities.

(b) Interest

Interest means tendency and high excitement or great desire for something.

(c) Attitude

Attitude is affective dimension of internal symptoms in the form of a tendency to reacts or respons in a way which is fixed relatively to object, people, event and etc., either positively or negatively.

(d) Talent

Talent is ability to be one of components required in person learning process.

2) Exogenous/External Factors

External factors which affects the learning can be classified into two categories, are:

a) Social Environment

(1) School Social Environment

Sympathetic behavior and be an example of the teacher or administration may be an incentive for the students to learn.

(2) Community Social Environment

Environmental condition of communities in which the students will affects student learning.

(3) Family Social Environment

Family tension, family demographic (house), family management, all of which can have an impact on student learning activities.

b) Nonsocial Environment

Factors including nonsocial environment are:

(1) Natural environment

(2) Instrumental environment

The learning device which can be classified into two kinds, are:

(a) Hardware, such as school buildings, learning tools, learning facilities, sports fields etc.

(b) Software, such as school curriculum, school rules, handbook, syllabi, etc.

(3) Material Giver Factor

This factor should be adjusted to student's age development, as well as teacher's learning methods adapted to student's conditions development.

The opinion was reinforced by Purwanto (2002) in Muhammad Thobroni and Arif Mustafa (2013: 31-34), who said that the success or failure of the learning is affected by various factors which can be divided into two categories, are:

1) Factor which exist in organism called individual factor. Individual factor include following:

a) Maturity or Growth Factor

This factor relates to maturity or organs growth rate of human body.

b) Intelligence Factor

In addition to factors of maturity, success or failure of a person to learn something affected by factors of intelligence.

c) Rehearsal or Repetition Factor

With a diligent practice like doing things repetitively, skill and knowledge become increasingly controlled and deepens.

d) Motivational Factor

Motive is driving force for an organization to does something.

e) Personal Factor

Every man has each personality trait which is different from other humans. These personality traits include physical factors of health and body condition.

2) Factor which exist in outside of individual which is called social factor. Belong to factors of individual outside or social factor are as follow:

- a) Family or household circumstances factor.
- b) Family's atmosphere and circumstances varying determine how and the extent to which the learning experienced by children
- c) The teacher and teaching factors. Teachers's attitude and personality, level of teacher's knowledge and how the teachers teach the knowledge to the students determine learning outcomes to be achieved.
- d) Factor of tools are used in the learning. The teachers and teaching factors is closely related to availability of lesson tools in school. School which has equipment and supplies are needed to learn added with teacher's quality will facilitate and accelerate the learning of children.
- e) Environmental and available of opportunity factors. Someone will has good intelligence, of good family, attending school whose the teachers, and good facility is not necessarily also be able to learn well. There are factors which affect learning outcomes, such as fatigue due to distance between home and school is quite far away, there is no opportunity because of busy work, as well as poor environmental affects which happened out of his ability.
- f) Social motivation factor. Social motivation can come from parents who always encourage children to study hard,

motivation of others, such as neighbors, relatives, school friends and playmates.

Based on three opinions above, it can be concluded that factors which affect learning outcomes can be classified into two, are:

- 1) Internal factors, is factors which consist of the self-students.
- 2) External factors, is factors which come from individual outside.

d. Learning Outcomes Measurement

Measurement process associated with constructing, administering and scoring of test. Based on measurement result we can evaluate (Oemar Hamalik, 1989: 1). According Suharsismi Arikunto (2012: 40) there are two evaluation techniques are nontes technique and test technique. According to Zainal Arifin (2012: 117-177), the type of test evaluation instrument consists of tests in narrative form, test in objective form, test in oral form, and test in action form. While the types of non-test evaluation instrument consists of observation, interview, attitude scale, checklist, assessment scale, questionnaire, case studie, incidental note, sociometry, personality inventorie, and technique of award to the students. In this research, the results of the learning in the cognitive views of test objective form on post-test, and the results of the learning in affective and psychomotor domains obtained by observation; and supported by documentation which is complementary instrument to obtain data from the students.

2. Identity Style

a. Definition of Identity Style

Erikson (1968: 92) describes the identity as a subjective of the self which consistent and growing over time. While according Waterman (1982: 342), identity has a clear self-image, includes a number of objectives, values, and beliefs chosen by the individual. The opinion supported by Marcia (1993), who said that identity is an important component that shows the individual personal identity. Based on the opinions above, can be concluded that self-identity is the development of the understanding of someone who made people increasingly aware of the similarities and uniqueness of others and will provide direction, purpose and meaning in one's life.

a. Types of Identity Style

According to Berzonsky in Elaheh Hejazi et al. (2009: 124) types of Identity Style are as follows:

1) Informational style

It is style of adolescent who evaluate actively the new information. This style has positive influence on cognitive development, self reflection, ability to face the problems, rational thinking, awareness, planning, decision-making, high self-esteem, psychological health, academic potential and directivity of purpose.

2) Normative Style

Adolescents with normative style tends to depend on values and advice given by others when face a problem. They have a stable establishment, but can change when face the ambiguous situations. They have a high level of awareness, made self-theory as a way to deal the situation, has a degree of independence emotional and purpose of education which controlled by others.

3) Diffuse-Avoidant Style

Adolescents with diffuse-avoidance style tend to have behavior which controlled by the situation. This style has a low awareness, low self-esteem, do not have high cognitive abilities, cannot stabilize emotions, and have less the educational purposes. Diffuse-avoidant style is inconsistent and depend on the influence of others.

b. Factors Affecting the Identity Style

Fuhrmann (1990), said that there are several factors that affect the process of identity formation:

1) Parenting

Parenting parents have an important influence in shaping adolescent identity.

2) The homogeneity of the environment

A homogeneous environment tends dominate the adolescents identity, so they are not critical and commitment to the values which given by the parents. Conversely, in a heterogeneous

environment, the individual is faced in many choices so must be critical in determine a particular option.

3) The model for the identification

Adolescent identify and hope one day he will be like that person. adolescent makes person who he admired as an guideline in him live. The idol effect the adolescent in identity formation.

4) The experience of childhood

Individuals who are able to resolve conflicts in childhood will be critical in formed the identity. this is because identity developed since children.

5) The development of cognition

Individuals who have a formal operational thinking skills will have a strong commitment and consistent so will be critical in formed a good identity.

6) The nature of the individual

Curiosity and a strong desire to explore, help the adolescent in formed the identity

7) Work experience

Individuals who already have work experience will be easy in stimulate self-identity.

8) The identity of ethnic

Ethnic where people live will affect in formed the identity.

The process of identity formation according to Marcia (1993) in Desmita (2005: 217), occurs gradually from birth, ie, since the child interacts with the mother and other family members. Marcia also identified the formation of identity, namely:

- 1) The level of identification with parents before and during adolescence
- 2) Style of parenting parent
- 3) The existence of figures that became a model
- 4) The social effects about identity contained in the family, school, and peers
- 5) The level of openness of the individual against various alternative identities
- 6) The level of personality in the preadolescent that provide a suitable platform to address the problem of identity.

According to Berk (2007), any factors which can affect self identity development of individual, are:

- 1) The Parents

When the parents give emotional motivation and freedom to children to explore the environment, so the children will develop with have good understanding about them self. This matters also happen in formed the adolescelt's identity. The formed identity of adolescent will develop well when adolescents have the famiy who give save taste, which the children permitted to see the outside

world which wider. Closeness of the children to the parents, freedom giving to the children to deliver every suggestion which want given, support and warm feeling of the parents, and communication which opened between the parents and adolescents will affect formed the adolescent's identity.

2) Interaction with Peers

Interaction with variety of peers, add the knowledge and the values on adolescents. Emotional support gained from peers will make the adolescent to help the others in decision making and peers can be a model of adolescent in develop the identity. Relationship with peers will make the adolescents learn about the values of the friendship, choosing of ideal companion, search information about career and career choosing. Group of peers is source of adolescent to gained the values about love, sympathy, understanding to the others, moral values, and as the place to prepare the self to adult living.

3) The school and community

The school and community give the wide knowledge to adolescent in develop the identity. The school also help the adolescent by supply the quality class, extracurricular, the teacher and the counselor who direct the adolescent to determine the field chosen, such as the majors which interested, and the available of learning program which given the opinion about world of working.

4) The culture

The culture have most effect in identity development, which the culture can form self-continuity whereas self-change which happened. The different of culture in individual environment will effect how individual see their character in community environment.

Based on the opinions, can be concluded that factor which affect the identity include of factors gained by individu from he is chilhood to adult. Factors which affect formed the identity include the parents, the culture, the school, the peers, environment, a model, childhood experience, cognitive development, the characteristic and experience of working. This factors planed from he is chilhood so be a fondation in formed the identity. And that foundation will rapidly develop when he is adolescent.

c. Measurement of Identity Style

Measurement of identity style in this research use Identity Style Inventory (ISI) was developed by Berzonsky (1989) in the form of questionnaire. This questionnaire has 30 statements, which categorized into 3 identity style, there are 11 statements of Informational Style, 9 statements of Normative Style and 10 statements of Diffuse-Avoidant Style. The statements score use 4 point of Likert Scale.

3. Cooperative Learning Methods type Teams Games Tournament (TGT)

a. Definition of Learning Method

M. Sobri Sutikno (2009: 88), said that teaching methods are ways of presenting the material made by the teacher for a process learning on the students in an effort to achieve the goal. Meanwhile, according to Wina Sanjaya (2006: 126), learning method is an effort to implement lesson plan which is constructed in real activity so that the goal has been achieved optimally arranged. The opinion was reinforced by Nana Sudjana (2013: 76), who said that learning method is one way to put the teacher in making contact with the students at the time of teaching.

Based on three opinions on above, can be concluded that learning method is way used by a teacher in presenting the material in accordance with lesson plan which had been developed to achieve the set objective. Lesson plan which have been prepared in the form of material receiving process on the students. With the receipt of material as well the students are able to achieve the set objectives are presented in the form of learning outcomes.

b. Cooperative Learning Methods

Wina Sanjaya (2006: 241), found a group learning method (cooperative) is a series of activities carried out by dividing the students into groups to achieve the learning objectives have been

formulated. Meanwhile, according to Parker (1994) in Miftahul Huda (2011: 29), a small group cooperative as learning environment where the students interact in small groups to work on academic tasks in order to achieve a common goal. The opinion was reinforced by Slavin (1982) translated by Lita (2009: 8), who said that cooperative learning method, the students will sit together in groups of four people to master the material presented by the teacher.

Based on three opinions above, can be concluded that cooperative learning method is the division of the students into small groups. The goal is the students interact with each other to cooperate in mastering the material or academic tasks assigned by the teacher. Members of the group formed in accordance with the needs, both the number and characteristics of each student.

Slavin (1995) in Miftahul Huda (2011: 114), said that the cooperative learning methods is divided into three categories, are: (1) Student Team Learning, (2) Supported Cooperative Learning method, and (3) informal method. Student Team Learning methods include Student Team Achievement Divisions (STAD), Teams-Games-Tournament (TGT) and Jigsaw II (JIG II). Supported Cooperative Learning methods include Learning Together (LT)-Circle of Learning (CL), Jigsaw (JIG), Jigsaw III (JIG III), Cooperative Learning Structures (CLS), Group Investigation (GI), Complex Instruction (CI), Team Accelerated Instruction (TAI), Cooperative Integrated Reading

and Composition (CIRC), Structured Dyadic Method (SDM). And informal method consists of Spontaneous Group Discussion (SGD), Number Heads Together (NHT), Team Product (TP), Cooperative Review (CR), Think-Phair-Share (TPS), and Discussion Group (DG) - group Project (GP).

c. Cooperative Learning Methods type Teams Games Tournament (TGT)

Description of TGT components according to Slavin (2009: 166-167) are as follows:

1) Presentation in class

First step, the material is presented in the classroom. This is direct teaching as it is often done or discuss the lesson led by the teacher, but it can also be included audio visual presentations. Class presentation done such as regular teaching, the different is presentation should be totally focused on the unit. In this way, the students will realize that they must gives full attention during class presentations, as it would help them do quizzes and quiz scores they determine their team's score.

2) Teams

Teams consist of four or five students representing all parts of class in terms of academic performance, gender, race and ethnicity. The main function of this teams is to ensure that all members of teams really learn, and more specifically, is to prepare its members

to be able to answer the quiz well. After the teachers deliver the material, teams assembled to study the activity sheet or other material. The most common, the learning which involves discussion of common problems, compare answers, and correcting any errors of understanding if there are teams members who make the mistake.

3) Games

The game consists of questions which are relevant, content designed to test student's knowledge gained from class presentation and implementation of teamwork. The game is played on a table with three students, each representing a different team. Most games just form of numbers of question written on the same sheet. A student is only take a numbered card and have to answer questions as the number listed on the card. The rule is challenger allow players to challenge each other each answer.

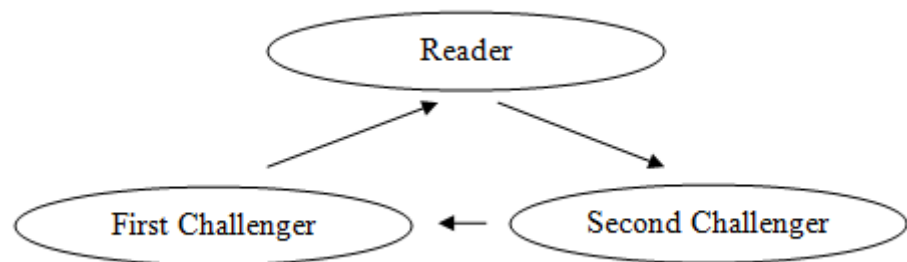


Figure 1. Rule of Game

4) Tournament

Tournament is a structure in which the game takes place. Usually takes place at the end of week or the end of unit, after the teacher gave a presentation in class and the team has been carrying out group work on activity sheets. In the first tournament, the teacher pointed to students to be at the table tournaments (three high-achieving students earlier in 1st table, the next three in 2nd table, etc. The competition this balance, as well as the system of progress scoring of individual, allows students of all levels of performance prior to contribute the maximum to their team scores if they do their best. Following relationship between heterogeneous and homogeneous of teams and tournament.

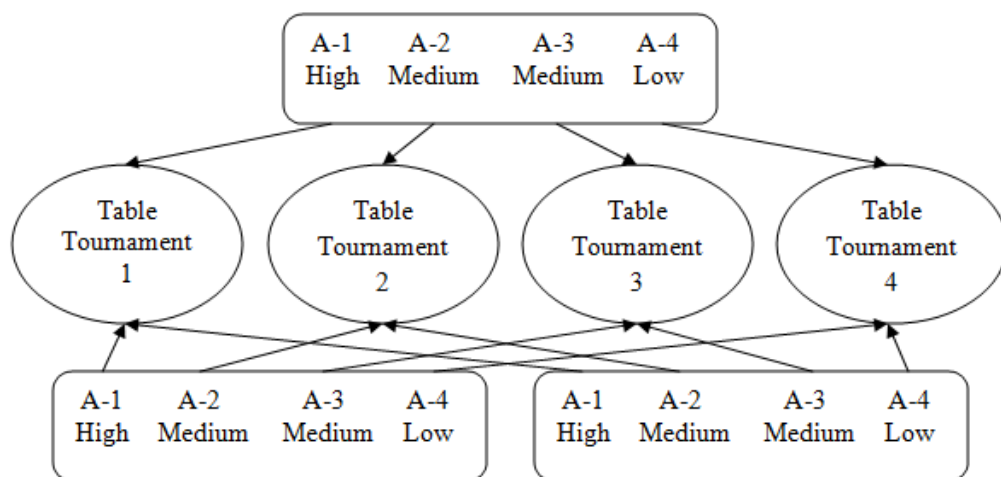


Figure 2. Relationship between Heterogeneous and Homogeneous of Teams and Tournaments

After first tournament, the students will exchange table depending on their performance in the last tournament. The winner at each table "up a level" to the next higher table (for example,

from 6th table to 5th table): the second highest score remained at same table: and the lowest scores "revealed." In this way, if the initially students displaced, for the next they will to be raised or lowered until reach they level performance.

5) Recognition of Team

Team will get a certificate or other form reward when their average score reach a certain criteria. Student team scores can be used to determine twenty percent of their rank.

The steps which must be taken in implementing cooperative learning methods of Teams Games Tournament (TGT) is a presentation of the teacher, study group, tournament, and introduction of the group. Students are placed in team of learning with number of members be adapted needs which is mixing according to level of achievement, gender and ethnicity. The teachers prepare lessons and then the students work in their team to ensure that all of team members have mastered the material. After the students are given a quiz with the time specified and be prohibited to cooperate (Trianto, 2009: 84).

The scoring system in this method is done by comparing their mean score in the past. Scores are given based on achievement obtained by student. Score of all members will be averaged to obtain score of team. The team which reaches certain criteria can be certified (award).

B. Relevant Research

This research is developed based on previous researches. Following description of researches used as reference in this research:

1. Research written by Amie Ristianti (2008) with the title *"Hubungan Antara Dukungan Sosial Teman Sebaya dengan Identitas Diri Pada Remaja di SMA Pusaka 1 Jakarta."* This research aimed to determine the relationship between peer's social supports with adolescent's self identity at SMA Pusaka 1 Jakarta. These results indicate that there is a relationship between peer's social support with adolescent's self identity at SMA Pusaka 1 Jakarta. The similarities between this research and my research is use an identity as a variabel in research. The term of identity in this research is self identity, while in my research is identity style. The differences between this research and my research is place of research, kinds of research and variables.
2. Research written by Nur Aini (2014) with the title *"Pengaruh Model Pembelajaran Teams Games Tournament (TGT) terhadap Hasil Belajar Siswa pada Mata Pelajaran Ekonomi Kelas X SMK Swasta Kesatuan Meranti Tahun Pelajaran 2013/2014."* This research aimed to determine the effect of using cooperative learning model type Teams Games Tournament (TGT) to improve student's learning outcomes. The results showed that learning outcomes by uses cooperative learning method type Teams Games Tournament (TGT) is higher than results of student learning by uses conventional learning method. The similarities between this

research and my research is use experimental research, learning method type Teams Games Tournament (TGT) as independent variable, and learning outcomes as independent variable. The differences between this research and my research is place of research, Study Programs and the Subjects. In addition, my research uses Identity Style as moderating variable.

3. Research written by Alfian Banuarli (2012) with the title *“Perbedaan Hasil Belajar Dengan Metode Pembelajaran Kooperatif Tipe Teams Games Tournament (TGT) Dan Konvensional Dalam Mata Pelajaran Dasar Otomotif Sepeda Motor Pada Siswa Kelas X Jurusan Sepeda Motor Di SMK Muhammadiyah 1 Bambanglipuro.”* This research aimed to determined the usage of cooperative learning methods of Teams Games Tournament (TGT) in grade X majors Motorcycles in SMK Muhammadiyah 1 Bambanglipuro Academic Year of 2011/2012 to improved learning outcomes. Results of research shows that there is difference in learning outcomes after implementation of cooperative learning methods of TGT in the subject Basic Automotive Motorcycles in grade X of majors Motorcycles SMK Muhammadiyah 1 Bambanglipuro, and there is difference in learning outcomes with cooperative learning methods of TGT and conventional in the subject Basics Automotive Motorcycles in grade X majors Motorcycles SMK Muhammadiyah 1 Bambanglipuro. The similarities between this research and my research is use experimental research, cooperative learning method type Teams

Games Tournament (TGT) as independent variable, and learning outcomes as independent variable. The difference between this research and my research is place of research, Study Programs and the Subjects. In addition, my research uses Identity Style as moderating variable.

C. Research Framework

Teams Games Tournament (TGT) learning method is part of cooperative learning method. This method is part of an informal cooperative method. In applying Teams Games Tournament (TGT) method, the learning packaged in such a way so as to facilitate the teacher to instruct students in implements the learning uses a predetermined method. If implementation of learning methods can be running as it should be, then:

1. The effect of using Teams Games Tournament (TGT) learning method for Identity of Informational Style

Informational Style is a person's identity where he always analyzes information which received. This identity is certainly applied by students to process new information obtained in school. So is the use of learning methods applied by the teacher in the learning. New method which applied in the learning is cooperative learning methods type Teams Games Tournament (TGT). This method will be responded by students according to identity owned by students and will affect students's learning outcomes both in cognitive, affective and psychomotor domains. Student's learning outcomes by cooperative learning methods of Team Games Tournament

(TGT) is expected to be higher compared with the results of student learning by uses conventional learning method.

2. The effect of using Teams Games Tournament (TGT) learning method for Identity of Normative Style

Normative Style is a person's identity where he tends to rely on others opinions in processes the information obtained. This identity is certainly applied by students to process new information obtained in school. So is the use of learning methods applied by the teacher in the learning. New method which applied in the learning is cooperative learning methods type Teams Games Tournament (TGT). This method will be responded by students according to identity owned by students and will affect students's learning outcomes both in cognitive, affective and psychomotor domains. Student's learning outcomes by cooperative learning methods of Teams Games Tournament (TGT) is expected to be higher compared with the results of student learning by uses conventional learning method.

3. The effect of using Teams Games Tournament (TGT) learning method for Identity Diffuse-Avoidance Style

Diffuse-Avoidant Style is a person's identity where he always controlled by situation. This identity is certainly applied by students to process new information obtained in school. So is the use of learning methods applied by the teacher in the learning. New method which applied in the learning is cooperative learning methods type Teams Games Tournament (TGT). This method will be responded by students according

to identity owned by students and will affect student's learning outcomes both in cognitive, affective and psychomotor domains. Student's learning outcomes by cooperative learning methods of Team Games Tournament (TGT) is expected to be higher compared with the results of student learning by uses conventional learning method.

Based on the research framework, can be arranged the research paradigm as follows:

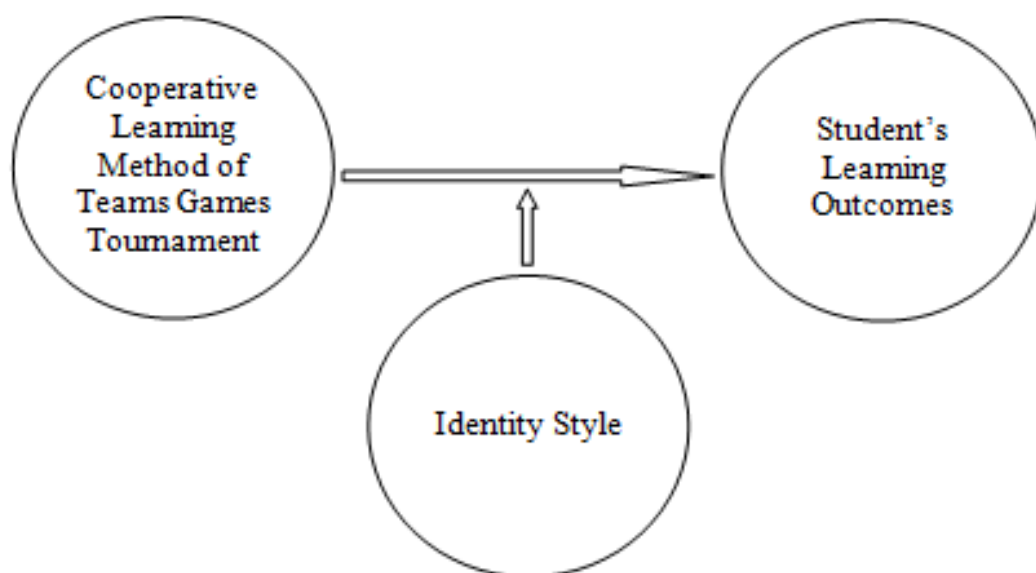


Figure 3. Research Paradigma

D. Research Hypothesis

The hypothesis is a statement or allegation temporary to a research problem that the truth is still weak and should be tested empirically (Iqbal Hasan, 2004: 31). Based on the problem formulation has been stated previously, the hypothesis in this research, are:

1. There are differences between student's learning outcomes by using Teams Games Tournament (TGT) learning method and by uses conventional learning method in grade X Accounting in the subject Introduction to Finance and Accounting at material Payback Period and Net Present Value (NPV) in SMK Negeri 1 Wonosobo Academic Year of 2014/2015?
2. There are differences of student's learning outcomes between students who have Informational Style, Normatif Style and Diffuse-Avoidance Style in grade X Accounting in the subject Introduction to Finance and Accounting at material Payback Period and Net Present Value (NPV) in SMK Negeri 1 Wonosobo Academic Year of 2014/2015?
3. There are effects of interaction in the usage of Teams Games Tournament (TGT) learning method with Identity Style as moderating variable to improve learning outcomes in grade X Accounting in the subject Introduction to Finance and Accounting at material Payback Period and Net Present Value (NPV) in SMK Negeri 1 Wonosobo Academic Year of 2014/2015?

CHAPTER III

RESEARCH METHOD

A. Types of Research

This research is a quasi-experiment. It is aimed to obtain information that can be gained by actual experiment in a state that does not allow for control and/or manipulate all relevant variables (Sumadi Suryabrata, 2012: 92). This research used the experimental group and the control group. Researcher provided the treatment to the experimental group, while the control group was not given the treatment. This research used a quantitative approach, where results of analysis presented in form of numbers then described and interpreted in a description (Iqbal Hasan, 2004: 30). Results of this research were indicated by the students' learning outcomes in cognitive, affective and psychomotor domains.

B. Research Design

According to Selltiz in Ertambang Nahartyo (2013: 75), research design is the overall order of conditions for collecting and analyzing data in a way to achieve research objectives efficiently. Design of this research is "3 × 2" factorial design which is interpreted in the following matrix:

Table 1. Research Design

		Learning Methods	
		Teams Games Tournament (TGT)	Conventional
Identity Style	Informational Style	IS-T	IS-C
	Normatif Style	NS-T	NS-C
	Diffuse-Avoidance Style	DAS-T	DAS-C

Source: Ertambang Nahartyo, 2013: 100

Specification:

IS-T = student's learning outcomes who has Informational Style by using Teams Games Tournament (TGT) learning method

NS-T = student's learning outcomes who has Normative Style by using Teams Games Tournament (TGT) learning method

DAS-T = student's learning outcomes who has Diffuse-Avoidant Style by using Teams Games Tournament (TGT) learning method

IS-C = student's learning outcomes who has Informational Style by using conventional learning methods

NS-C = student's learning outcomes who has Normative Style by using conventional learning methods

DAS-C = student's learning outcomes who has Diffuse-Avoidance Style by using conventional learning methods

Based on the table above, it can be explained that researcher wants to determine the effect of learning methods with Identity Style as moderating variable in improving the students' learning outcomes. Identity Style has three levels, are Informational Style, Normative Style and Diffuse-Avoidance Style. There are two types of learning methods used in this research which are Teams Games Tournament (TGT) learning method and conventional learning method. Thus, if manipulation combined by factorial, this experiment will have six cells, there are students' learning outcomes who has Informational Style by used Teams Games Tournament (TGT) learning method (IST), the student's learning outcomes who has Normative Style by used Teams Games

Tournament (TGT) learning method (NS-T), student's learning outcomes who has Avoid-Diffuse Style by used Teams Games Tournament (TGT) learning method (DAST), student's learning outcomes who has Informational Style by used conventional learning method (IS-C), student's learning outcomes who has Normative Style by using conventional learning method (NS-C), student's learning outcomes who has Diffuse-Avoidance Style by used conventional learning method (NAS-C) (Ertambang Nahartyo, 2013: 99-100).

C. Research Location and Time

1. Research Location

This research is conducted in SMK Negeri 1 Wonosobo academic year of 2014/2015. This school has a location in Jalan Bhayangkara No. 12 Wonosobo. The reason of choosing this school because this school has several classes with equal academic ability. It is so supportive in realizing the objectives of this research.

2. Research Time

The research is conducted on second semester, in April 2015. This research conducted for 2 meetings, for the experimental group as well as the control group. First meeting is used to measured the pretest of affective and psychomotor domains. Measurement was conducted when the teacher implemented the learning by using conventional method in the experimental group and the control group. Second meeting is used to provide pretest, implement the learning by using cooperative learning

method type Teams Games Tournament (TGT) in the experimental group and by using conventional learning method in the control group, and provide the posttest.

D. Research Variables

A variable is something different or varied, emphasis in word something clarified in second definition is a symbol or concept that is assumed as a set of values (Jonathan Sarwono, 2009: 16). Variables in this research consist of:

1. Dependent Variable

Dependent variable is stimulus variable or variable that affects other variables (Jonathan Sarwono, 2009: 16). Dependent variable in this research is students's learning outcomes gained by used understanding test of accounting subject by pretest and posttest for students.

2. Independent Variable

Independent variable is variable that gives reaction/response if associated with dependent variable (Jonathan Sarwono, 2009: 17). Independent variable in this research is cooperative learning method type Teams Games Tournament (TGT) which imposed in the experimental group. This learning method is applied in the subject Introduction to Finance and Accounting in material Payback Period and Net Present Value (NPV) in grade X Accounting SMK Negeri 1 Wonosobo.

3. Moderating Variable

According Sugiyono (2012: 62), moderator variable is variable that affects (strengthen and weaken) relationship between independent variables and dependent. Moderating variable in this research is Identity Style. Identity Style had by students will effect achieving of learning objectives by uses learning methods used by the teachers.

E. Population and Sample

1. Population

Population is overall of the object or the subject that is in a region and meet certain requirements related to research problem, or overall of unit or individual within scope which researched (Nanang Martono, 2012: 74). Population in this research are all students in Grade X Accounting Study Program SMK Negeri 1 Wonosobo Academic Year of 2014/2015 which consist of 3 classes with the number of students in whole as much as 94 learners.

Table 2. List of The Number of Students in Grade X Accounting Study Program

Class	The Number os Students
X AK I	30
X AK II	32
X AK III	32
Total	94

Source: Presence List of Students in Grade X Acccounting Program Study SMK Negeri 1 Wonosobo

2. Sample

Sample is part of population which has characteristics or particular circumstances which will be investigated (Nanang Martono, 2012: 74). There are three grades in Accounting Study Program. In implement this research, grade X Accounting II used as grade of instrument trial, grade X Accounting I as a control group, and grade X Accounting III as experimental group.

F. Operational Definitions

1. Learning outcomes

Learning outcome is the success rate of student learning in accounting subjects. Learning outcome which referred to in this research is score of pretest and posttest in the subject Introduction to Finance and Accounting in the material Payback Period and Net Present Value (NPV) Accounting in grade X SMK Negeri 1 Wonosobo academic year of 2014/2015. Pretest and posttest data gained from achievement test and observation sheet.

2. Identity Style

Identity Style is a method that is used by researcher in measuring the level of students' response to the use of learning methods used by the teachers in the subject Introduction to Finance and Accounting in the material Payback Period and Net Present Value (NPV) in grade X Accounting SMK Negeri 1 Wonosobo academic year of 2014/2015. This method is useful to see difference of students' learning outcomes of

cooperative learning methods type Teams Games Tournament (TGT) compared with using conventional learning methods with Identity Style which are owned by each student. Type of Identity Style includes Informational Style, Normative Style and Diffuse-Avoidance Style. Informational Style is an identity of a person where he always analyzes the received information. Normative Style is an identity of a person where he tends to rely on opinions of others in processing information obtained. Diffuse-Avoidance Style is an identity of a person where it is always controlled by situation. Measurement of student' identity style used questionnaire. The questionnaire arranged based on Identity Style Inventory which created by Berzonsky.

3. Cooperative Learning Method type Teams Games Tournament (TGT)

Cooperative Learning Methods type Teams Games Tournament (TGT) is learning method which has components of class presentation, team, game, tournament and team recognition. This method provides opportunity for the teacher to use competition in constructive/positive atmosphere. Students will also be aware that competition is something that always they face all of time, but this method gives them rules and strategies to compete as an individual after receiving help from their friends. They build dependency or trust in their team that giving them opportunity to feel confident when they are competing in tournament.

G. Research Procedures

Procedures in this research are presented by Sukardi (2003: 182-183).

The procedures are as follow:

1. Conducting studies inductively which closely related to problem to be solved.
2. Problem identification.
3. Conducting the literature review of relevant sources, formulating the research hypothesis, determining the operational definitions and variables.
4. Making a research plan which includes following activities:
 - a. Identifying external variables that are not necessary, but allowing the experimental process contamination.
 - b. Determining the way to control them.
 - c. Choosing an appropriate research design.
 - d. Determining population, choosing a representative sample and a number of research subjects.
 - e. Dividing subject into the control group and the experimental group.
 - f. Making appropriate instruments, validating instrument and performing an instrument test in order to obtain an instrument that meets the requirements to take necessary data.
 - g. Identifying data collection procedures and determining hypothesis.
5. Doing experiment.
6. Collecting the raw data from experiment process.

7. Organizing and describing the data according to predetermined variables.
8. Performing data analysis with relevant statistical techniques.
9. Preparing experimental research reports.

H. Data Collection Techniques

According to McMillan and Schumacher (2011) in Uhar Suharsaputra (2014: 96), data collection techniques are also describing research instrument. Quantitative research has characteristics that clearly different from qualitative research though at level of form they can show similarities. Quantitative research techniques are emphasized in form of numbers to obtain a statistical description, relationship and explanation. Data collection technique in this research that are:

1. Achievement test

Achievement test is a test that is used to measure the achievement of someone after learning something (Suharsimi Arikunto, 2013: 194). Achievement test was given to students in experimental class and control class in the form of multiple choice questions. The test used in this research is pretest and posttest.

2. Observation

Observation is a process of observation and recording in a systematic, logical, objective, and rational about various phenomena, both in actual situation and artificial situation to achieve a certain goal (Zainal Arifin, 2012: 153). The main purpose of observation is to measure the students'

behavior in affective and psychomotor domains which is shown during the learning.

3. Questionnaire

Questionnaire is an instrument in indirect communication technique. With this instrument, the data was collected informatively with/or without explanation or interprets the opinions, assessment, expression of feelings and others (Kunandar, 2012: 173). Questionnaire was administered to students to find out the response of the students about learning method used in this research. Questionnaire used to obtain data on Identity Style which is owned by the students.

4. Documentation

Documentation is looking for data about things or variables in form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, lengger, agendas and so on (Suharsimi Arikunto, 2013: 274). Documentation is used to collect data in form of school data, student identity data, results of student posttest, and photo of research activities. Documentation carried out during research process lasts, from beginning to end of research.

I. Research Instruments

Uhar Suharsaputra (2014: 94) said that research instrument is a tool that is used to bridge between the subject and the object (substantially between theoretical matters with empirical), between concept of data, extent to which

data reflects concept to be measured depending on instrument (which its substance arranged based on the elaboration of concept/determination of indicators) used to collect data. Here is the description of instrument used in this research:

1. Achievement Test

Achievement test used in this research was prepared by researcher, which was consulted to the teacher of the subject Introduction to Finance and Accounting. This test was carried out to find out students' learning outcomes in cognitive domain in grade X Accounting SMK Negeri 1 Wonosobo. Achievement test which is used is pretest and posttest. Pretest is a test that is carried out before the material provided to the students which aims to determine the extent to which the taught material has been mastered by students. While post test was carried out to determine whether the materials have been mastered well by students. Basically the material of pretest and posttest is the same. Assessment guidelines of this instrument are as following:

Table 3. Assessment Guidelines of Cognitive Learning Outcomes

Number	Materials	Aspects Measured	Item Numbers
1.	Definition of Payback Period and Net Present Value (NPV)	Receiving	1, 2, 5, 11, 12
2.	Assessment criterias of calculating result of Payback Period and Net Present Value (NPV)	Understanding	3, 4
3.	Calculating of Payback Period and Net Present Value (NPV)	Aplication	6, 7, 8, 9, 10
4.	Because and effects of calculating result Payback Period and Net Present Value (NPV)	Analysis	13, 14, 15

Source: Material in Lesson Plan Curriculum 2013

2. Observation

Observation in this research is observation that used to determine affective and psychomotor domains. This instrument does not use standard instruments, but only use the form of observation signs. Observation signs in implementation of observations can be seen in table that contains assessment guidelines. This assessment guidelines are taken from lesson plan of the subject concerned. However, the aspects observed are only the aspects which appear when the research is implemented. Scale of measurement used in this research is the rating scale. Measurement uses this scale aiming to measure the appearance of indicators to be measured.

Table 4. Assessment Guidelines of Affective Learning Outcomes

Item Number	Affective Aspects Observed
A	The honesty of students in doing the task.
B	The disciplinary of students during the learning process in the classroom.
C	The responsibility of the student in doing the task.
D	The care of students to other's trouble in master the material.
E	The courteousness of students during the learning process in the classroom.
F	The mutual assistance of students in keeping the tidiness of the chairs and the tables.

Source: Lesson Plan Curriculum 2013

Table 5. Assessment Criteria of Affective Learning Outcomes

Item Number	Score	Criteria
A	2	The student do the task given individually.
	1	The student do the tas given by cooperate.
	0	The students do the task given by copy of other's task.
B	2	Students attend the learning process in the classroom.
	1	Students absent from school due to illness or permission with obvious explanation.
	0	Students absent from school without any explanation.
C	2	Students do all the tasks assigned.
	1	Students do some of a given task.
	0	Students did not do a given task.
D	2	The student gives the explanation to other about all of trouble had been around.
	1	The student gives the explanation to other about part of trouble had been around.
	0	The student does not give the explanation to other about the trouble had been around.
E	2	The student sits facing his table during the learning process.
	1	The student converses with friend of bench during the learning process.
	0	The student converses with friend of other bench during the learning process.
F	2	The student keeps the tidiness of the table and the chair used during the learning process.
	1	The student keeps the tidiness of the table/the chair used during the learning process.
	0	The student does not keep the tidiness of the table and the chair used during the learning process.

Table 6. Assessment Guidelines of Psychomotor Learning Outcomes

Item Number	Psychomotor Aspects Observed
A	The student understands the material.
B	The student searches the information that have not known.
C	The student collects the information that have gained.
D	The student analyzes the information and the data that have gained.
E	The student communicates the analysist result.

Source: Lesson Plan Curriculum 2013

Table 7. Assessment Criteria of Psychomotor Learning Outcomes

Item No.	Score	Criteria
A	2	The student has the score 61-100 in achievement test.
	1	The student has the score 31-60 in achievement test.
	0	The student has the score 0-30 in achievement test.
B	2	The student records the example of question given by the teacher completely.
	1	The student does not record the example of question given by the teacher completely.
	0	The student does not record the example of question given by the teacher.
C	2	The student has the note of material completely.
	1	The student does not have the note of material completely.
	0	The student does not have the note of material.
D	2	The student does the task given with good procedure.
	1	The student does the task given without good procedure.
	0	The student does not do the task given.
E	2	The student has true analysis of the task given.
	1	The student has false analysis of the task given.
	0	The student does not have analysis of the task given.

3. Questionnaire

Questionnaire used in this research was Identity Style Inventory (Berzonsky, 1989). Questionnaire was used to measure the types of Identity Style had by students. Where this questionnaire will have an impact to student responses in face of learning methods used by the teacher in the learning. Assessment guidelines of Identity Style in this research are as follow:

Table 8. Guidelines for Assessment of Identity Style

Number	Indicator	Item Number
1.	<i>Informational Style</i>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
2.	<i>Normatif Style</i>	12, 13, 14, 15, 16, 17, 18, 19, 20
3.	<i>Diffuse-Avoidance Style</i>	21*, 22*, 23*, 24*, 25*, 26, 27*, 28, 29, 30

Source: Berzonsky, 1989

Scale used in this instrument is Likert Scale. It is scale used to measure attitude, opinion and perception of a person or a group of social phenomenon (Sugiyono, 2012: 93). Gradation answer any instrument used a Likert scale from very positive to very negative with scores as follows:

Table 9. Measurement Scale of identity Style

Positive Questions		Negative Questions	
Answers	Score	Answers	Score
Strongly Agree	4	Strongly Agree	1
Agree	3	Agree	2
Disagree	2	Disagree	3
Strongly Disagree	1	Strongly Disagree	4

J. Instrument Test

Test of instrument is very important step in process of developing instrument, because this test is used to know information of instrument quality that developed (Sumadi Suryabrata, 2012: 55-56). Instrument test in this research is only carried out on pretest, posttest and questionnaire. Instrument test is done in grade X Accounting II SMK Negeri 1 Wonosobo because this class also has similar characteristics with grade X 1 and X Accounting Accounting III. Instrument test in this research are as follows:

1. Validity Test of Instruments

Validity indicates ability of an instrument (measurement tool) measures what should be measured (Uhar Suharsaputra, 2014: 98). The validity in this research was conducted in grade X Accounting II. To look for the validity, the reasearcher performed uses Pearson Product Moment method which uses SPSS 19.00 for Windows. Validation criteria to

determine the validity test can be seen on row Asymp. Sig (2-tailed). If the data is less than significant level 5% so the data is valid, whereas if the data is more than significant level 5% so the data is not valid.

Based on the test, gained validity result of questionnaire are as follows:

a. Informational Style

Based on the indicators of Informational Style with the total are 11 statements, gained the result that 8 items are valid, and 3 items are not valid, there are items number 8, 9 and 11.

b. Normative Style

Based on the indicators of Normative Style with the total are 9 statements, gained results that 8 statements are valid, and 1 statement is not valid, there are item number 17.

c. Diffuse-Avoidant Style

Based on the indicators of Informational Style with the total 10 statements, gained result that 8 statements are valid, and 2 statements are not valid, there are item number 29 and 30.

Based on the test can arranged the table are as follows:

Table 10. Summary of Identity Style's Validity Result

Identity Style	Total of Instrument Item	Total of Valid Item	Total of Invalid Item	Number of Invalid Item
Informational Style	11	8	3	8, 9, 11
Normative Style	9	8	1	17
Diffuse-Avoidant Style	10	8	2	29, 30

Source: Primary Data are Processed

While the validity results of achievement tests showed that of 15 items, there are 11 items are valid and 4 items are not valid, there are items number 7, 10, 12 and 14. Based on the test can be arranged the table are as follows:

Table 11. Summary of Achievement Test' Validity Result

	Total of Item Number	Total of Valid Item	Total of Invalid Item	Number of Invalid Items
Achievement Test	15	11	4	7, 10, 12 14

Source: Primary Data are Processed

2. Reliability Test of Instruments

Reliability test of instrument is used for consistency of an instrument. Instrument said to be reliable if it always gives the same result if tested in same group, and time or opportunity which different (Zainal Arifin, 2012: 258). Reliability testing in this research uses coefficient method of Alpha Cronbach with help 17:00 SPSS for Windows. Instruments can be said to be reliable if $\alpha \geq 0,60$ (Zainal Mustafa EQ, 2009: 232).

According to Guilford in Asep Jihad and Abdul Haris (2008: 181), the criteria to determine the level of reliability test, can be seen in the range of the correlation coefficient are as follows:

Table 12. Criteria of Correlation Coefficient' Reliability

Criteria of Correlation Coefficient	Value of Correlation Coefficient
Very High	0,80-1,00
High	0,60-0,79
Enough	0,40-0,59
Low	0,20-0,39
Very Low	0,00-0,19

Based on the test can be gained the reliability result of questionnaire

are as follows:

Table 13. Summary of Identity Style's Reliability Result

Identity Style	Coefficient of Alpha Cronbach	Criteria	Decision
Informational Style	0,734	High	Reliable
Normative Style	0,600	High	Reliable
Diffuse-Avoidant Style	0,858	Very High	Reliabele

Source: Primary Data are Processed

The table above show that reliability value of identity Style are 0.734 to Informational Style, 0.600 to Normative Style and 0.858 to Diffuse-Avoidant Style. So three types of Identity Style are reliable because they have the values are more than 5% significance level.

While the reliability result of achievement tests as follows:

Table 14. Summary of Achievement Test's Reliability Result

	Coefficient of Alpha Cronbach
Achievement Test	0,766

Source: Primary Data are Processed

The table above shows that reliability value for achievement test is 0.766. So the achievement test is reliable because it has the value is more than 5% significance level.

3. Item Analysis

Item analysis was conducted to determine the quality of the test items were used to test the achievement in the subjects Introduction to Finance and Accounting in grade X Acoounting program Study SMK Negeri 1 Wonosobo. Explanation of item analysis used in this research, they are:

a. Difficulty Level

Calculation of difficulty is measuring the difficulty level of a item.

If a question has a difficulty level balanced (proportionate), it can be

said that the item is good (Zainal Arifin, 2012: 266-179). Test of difficulty level in this study used SPSS 19.00 for Windows. Values of difficulty level can be seen in the Mean line of the Statistics's output table. Following criteria for the interpretation of difficulty level's calculation result:

Table 15. Criteria of Difficulty Level

P Value	Categories
0,00-0,30	Difficult
0,31-0,70	Medium
0,71-1,00	Easy

Source: Nana Sudjana, 2013: 137

Based on the difficulty level's calculation above, items number 1, 3, 4, 6, 11, and 15 included in Easy category; and items number 2, 5, 8, 9 and 13 included in Medium category.

b. Distinguishing Power

Distinguishing power is measurement of calculations to determine the extent to which the item is able to discriminate between students who have mastered the competencies and students who have not mastered the competencies based on predetermined criteria. To get higher coefficient of distinguishing, the item was increasingly able to distinguish between students are competent or not competent. Distinguishing power in this study used SPSS 19.00 for Windows. Values of distinguishing power can be seen on Pearson Correlation Correlation'row on Validity's ouput table. Following the decision criteria of distinguishing power:

Table16. Criteria of Distinguishing Coefficient

Distinguish Power Value	Criteria
0,00-0,20	Bad
0,21-0,40	Enough
0,41-0,70	Good
0,71-1,00	Very Good
Negative	Not good, should be discarded

Source: Suharsimi Srikunto, 2006: 209

Based on distinguish power's calculation result above, item number 8 included in Very Good category; items number 1, 2, 3, 4, 5, 6, 9, 11, and 13 included in Good categories; and item number 15 included in Enough category.

K. Data Analysis Techniques

The purpose of data analysis technique in this research is to find out the effect of implementation of cooperative learning method type Teams Games Tournament (TGT) with Identity Style as moderating variable in accounting learning in grade X Accounting SMK Negeri I Wonosobo academic year of 2014/2015. After the data is collected through assessment on control class and experimental class, next step is processed and analyzed of data used statistical formulas. Analysis test conducted were as follows:

1. Test of Requirement Analysis

Needing to know the assumptions used in making the formula, so researcher wises in using and interpreting calculation result before using a statistical formula. Related to that, the researcher need to do the requirement test so using of formulas do not deviate from the provisions in force. Requirement test conducted in this research include normality test

and homogeneity test (Agus Irianto, 2004: 271).

a. Normality Test

Normality test is a testing of normality of data distribution (Purbayu Budi Santosa and Ashari, 2005: 231). This test is performed on pretest and posttest results of two groups which are the experimental group and the control group. This research uses *One Sampel Kolmogorov Smirnov Test* SPSS 19.00 for Windows. In output of *One Sampel Kolmogorov Smirnov Test* is seen on line of *Asym Sig. (2 Tailed)*. If the values are less than significance level of 5%, so the data are not normally distributed. Conversely, if the value are more than 5%, so the data are normally distributed (Ali Muhson, 2009: 58).

b. Homogeneity Test

Test of homogeneity of variance is necessary before we compare two or more groups, so the differences are not caused by basic data differences (inhomogeneity of compared group) (Agus Irianto, 2004: 275). This test is carried out on pretest and posttest result from the experimental group and the control group. Homogeneity test is performed with Levene's Test analysis using SPSS 19.00 for windows. In output of Levene's Test is seen on row of Based on Mean and column of Sign. If the data are more than Significance level of 5%, so the groups are homogeneous. Conversely, if the data are less than significance level of 5%, so the groups are not homogeneous (Agus Irianto, 2004: 278).

2. Hypothesis Test

Hypothesis testing is a procedure that will results a decision to accepts or rejects hypothesis (Iqbal Hasan, 2004: 31). Hypothesis in every research is necessary to show truth which has been formulated. Test is used to testing hypothesis in this research is Two Way ANOVA by SPSS 19.00 for computer. According to Ertambang Nahartyo (2013: 121), Two Way ANOVA can calculates variance between groups (variances mean of manipulation effect between group) and compared with variance of intra-group (variances mean of characteristics between subjects in a group). Variance between groups indicates manipulation effect and error, whereas variance of intra-group indicates an error due to differences in characteristics between subjects in a group. The hypothesis is accepted if Sig. smaller than the significance level of 5%. Conversely, the hypothesis is rejected if Sig. greater than the significance level.

CHAPTER IV RESEARCH RESULTS AND DISCUSSION

A. Description of Research Results

1. Description of Research Location and Research Subjects

a. Description of Research Location

SMK Negeri 1 Wonosobo is vocational high school located on Jl. Bhayangkara No. 12 Wonosobo. This school has two expertises, namely Business and Management (Bisman) and Technology, Information and Communications (TIK). Study program of Business Management consists of Accounting (AK), Office Administration (AP) and Marketing (PM). While study program of Technology, Information and Communications consists of Software Engineering (RPL), Computer Network Engineering (TKJ) and Multimedia (MM).

SMK Negeri 1 Wonosobo was established in 1966 and initiated by Drs. Darajat, KDH Regent Level II Wonosobo. Based on the Decree of the Office of Central Java Province through Field Number: IDPE/288/II-B/66 dated 28 September 1966, this school passed as SMEA Negeri Persiapan Wonosobo. After 2 years of existence, there was Decree of the Minister of Education and Teaching No. 112/UU/KK3/1968 dated March 26, 1968, and the school officially became SMEA Negeri Wonosobo from the date of January 1, 1968 with Statistics Number School (NSS) 34103079001. At the beginning of establishment, SMEA Negeri Wonosobo occupied SD Negeri 1

Wonosobo, SD Negeri IV Wonosobo, SMP Negeri 1 Wonosobo and Pendopo Kecamatan Wonosobo. In 1973, the school could occupy its own building on Jl Sindoro No. 9 Wonosobo up to 1992. In 1992, it occupied a new building which was a development aid of new building units and complete with learning facilities from government through The Asian Development Bank (ADB) with fund of Projects Vocational Education II (VOCED II). With the enactment of curriculum 1994 and Law no. 2 1989 about National Education System and Kepmendikbud, starting in 1997/1998 SMEA Negeri Wonosobo changed its name to Sekolah Menengah Kejuruan Kelompok Bisnis dan Manajemen. It was shortened to SMK Negeri 1 Wonosobo. Along with policy changes in vocational education environment, SMK Negeri 1 Wonosobo, in the beginning of academic year 2004/2005, added new expertise which is Technology, Information and Communications (TIK).

SMK Negeri 1 Wonosobo has picture of the future to guarantee the survival and development. In order to aim SMK national and international standard, SMK Negeri 1 Wonosobo has a vision:

"PRODUCE COMPETENT-COMPETITIVE GRADUATES
COMPATIBLE THE NEEDS OF NATIONAL AND
INTERNATIONAL WORKFORCE AND READY TO
ENTREPRENEURSHIP."

SMK Negeri 1 Wonosobo has steps that will be done for achieving the vision. There are 6 actions that constitute the mission of SMK

Negeri 1 Wonosobo, that are:

- 1) Optimizing the service of active learning, innovative, creative, effective, and fun.
- 2) Implementing a program of learning and testing, and certification of competencies with standards national and international to be able to plunge in the world of work.
- 3) Establishing reliable and noble entrepreneurial students.
- 4) Building an adaptive and innovative attitude, also having a high commitment to the outcomes achieved.
- 5) Improving Teachers and Education Personnel who have the competency with national and international standards.
- 6) Optimizing cooperation with the community, business world/industrial world and other institutions in the development of the school.
- 7) Improving life environmental management which is beneficial and sustainable.

SMK Negeri 1 Wonosobo as a vocational school has the objectives:

- 1) Preparing students to be able to work, either working independently or filling vacancies that exist in the world of business and industry as a middle-level manpower, according to field of expertise and expertise competence that they are interested in.

- 2) Equipping students to be able to choose a career, tenacious and persistent in the competition, and to be able to develop a professional attitude in the field of expertise that they are interested in.
- 3) Equipping students with science and technology so that they are able to develop themselves through higher education.

b. Subject Research

This study is Quasi-Experimental design. The subjects in this research were students of grade X Accounting SMK Negeri 1 Wonosobo. The grades which were used as a research subject were grade X Accounting I as control group and grade X Accounting III as experimental group, with the total of 62 students, 30 students for grade X Accounting I and 32 students for grade X Accounting III. In this research, experimental group was given treatment by using cooperative learning method type Teams Games Tournament (TGT), while the control group was given conventional method.

2. Research Implementation

This research was implemented on 7 to 10 April 2015. Research data was obtained from the pre-test and post-test on the experimental group and control group. Before the data collection, the researcher conducted instruments tests first; they are validity test, reliability test and item analysis.

Instrument test which is carried out on the grade is not a sample, but

included the population. Instrument test was carried out on the X Accounting II class with a number of 32 students.

The first step taken is a pretest in the experimental group and the control group. Pretest aims to determine students' prior knowledge of the material. Pretest in affective and psychomotor domains was performed on meeting before giving treatment. While the pretest in cognitive held 15 minutes before giving treatment.

The second step, it was giving treatment to the experimental group and the control group. The treatment for experimental group was using cooperative learning method type Teams Games Tournament (TGT). While the control group was given treatment by using conventional method. Both groups were given the same materials, by the same teachers, but in a different time.

The third step is posttest in the experimental group and the control group. Posttest was conducted at the end of learning activities. Posttest aims to determine the increase in the ability of the students after learning applied. The schedule of the study are as follows:

Table 17. Schedule of Research Implementation

No.	Day/Date	Time	Groups	
			Eksperiment	Control
1.	Tuesday, April 7 th 2015	12.10-12.55	Pretest	
		12.55-13.40		
2.	Wednesday, April 8 th 2015	08.30-09.15		Pretest
		09.30-10.15		
3.	Thursday, April 9 th 2015	12.10-12.55	Pretest, TGT, Posttest	
		12.55-13.40		
4.	Friday, April 10 th 2015	08.30-09.15		Pretest, Ceramah, Posttest
		09.30-10.15		

3. Data of Learning Outcomes

Description of students' learning outcomes of grade X Accounting Study Program SMK Negeri 1 Wonosobo was done by analyzing the data of pretest and posttest on the experimental group and the control group. Data of pretest and posttest on the experimental and control groups are as follows:

Table 18. Data of Learning Outcomes on Experimental Group and Control Group

No.	Descriptive	Eksperimental Group			Control Group		
		Pre-test	Post-test	Increase	Pre-test	Post-test	Increase
1.	N	32	32	-	30	30	-
2.	Mean	72,61	89,20	16,59	76,47	84,27	7,79
3.	Median	74,22	89,35	15,13	77,83	85,31	7,48
4.	Mode	75,61	88,08	12,47	69,19	87,83	18,64
5.	Std. Deviation	11,08	4,79	6,29	7,90	7,41	0,49
6.	Minimum	38,79	78,13	39,34	60,91	65,61	4,70
7.	Maximum	87,53	96,97	9,44	90,86	93,89	3,03

Source: Primary Data are Processed

Based on above table, it can be seen that in general the students increased their learning outcomes either the experimental group or the control group. The increase in the minimum value of the experimental group is equal to 39,34; while the increase in the maximum value of the experimental group is equal to 9,44. The increase in the minimum value of the control group is equal to 4,7; while the increase in the maximum value of the control group is equal to 3,03.

Median value in the above table is the average value of cognitive, affective and psychomotor domains. The following values for each domains:

Table 19. Data of Learning Ourcomes Based on Domains

Grades	Pretest			Posttest		
	Cogni- tive	Affec- tive	Psycho- motor	Cogni- tive	Affec- tive	Psycho- motor
Experimental Group	76,42	77,34	64,06	88,64	90,94	89,20
Control Group	86,97	77,78	64,67	82,22	86,33	84,27

Source: Primary Data are Processed

Based on the above table, it can be seen that in the pretest result; affective and psychomotor domains have almost the same value, whereas for cognitive domain, control group's value is higher than experimental group's value ($89,97 > 76,42$). In the posttest result, there are differences for each domains; experimental group's value is higher than control group's value in cognitive domain ($88,64 > 82,22$), experimental group's value is higher than control group's value in affective domain ($90,94 > 86,33$), experimental group's value is higher than control group's value in psychomotor domain ($88,64 > 82,22$).

The frequency distribution of students' learning outcomes by using cooperative learning method type Teams Games tournament (TGT) and conventional method are as follows:

Table 20. Frequency Distribution of Learning Outcomes Improvement on Experimental Group

No.	Interval	First Frequency	First Frequency (%)	Last Frequency	Last Frequency (%)
1.	88-97	1	3,13%	24	75,00%
2.	78-87	11	34,38%	8	25,00%
3.	68-77	11	34,38%	0	0,00%
4.	58-67	6	18,75%	0	0,00%
5.	48-57	2	6,25%	0	0,00%
6.	38-47	1	3,13%	0	0,00%
Amount		32	100,00%	32	100,00%

Source: Primary Data are Processed

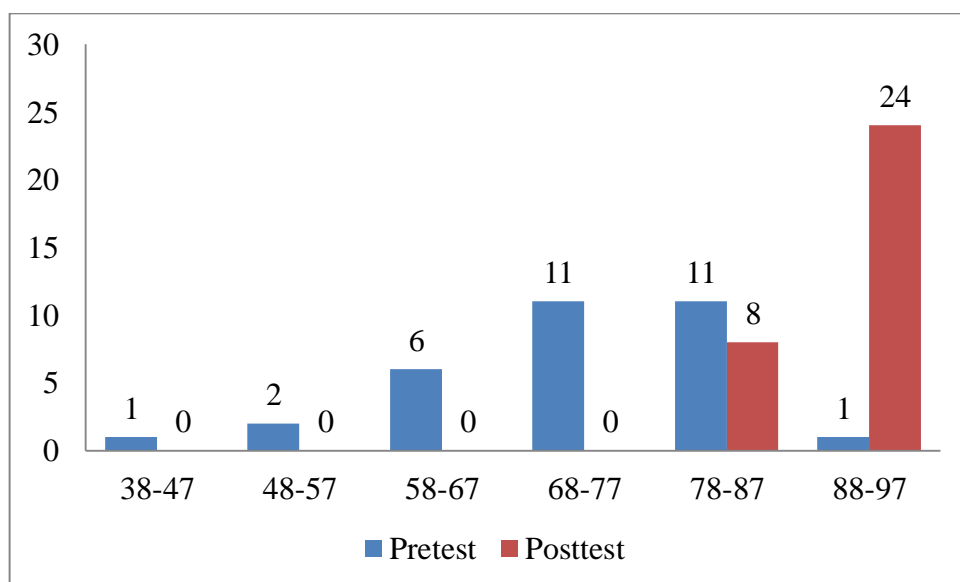


Figure 4. Histogram of Learning Outcomes on Experimental Group

Table 21. Frequency Distribution of Learning Outcomes Improvement on Control Group

No.	Interval	First Frequency	First Frequency (%)	Last Frequency	Last Frequency (%)
1.	92-97	0	0,00%	2	6,67%
2.	86-91	3	10,00%	12	40,00%
3.	79-85	7	23,33%	10	33,33%
4.	72-78	11	36,67%	3	10,00%
5.	66-71	5	16,67%	2	6,67%
6.	60-65	4	13,33%	1	3,33%
Amount		30	100%	30	100%

Source: Primary Data are Processed

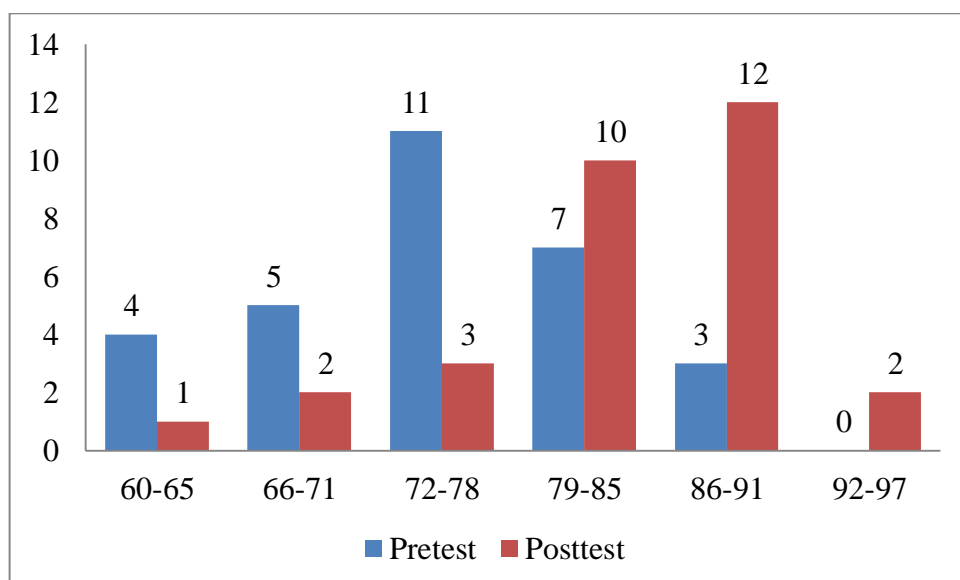


Figure 5. Histogram of Learning Outcomes on Control Group

4. Data of Student Identity Styles

Data description of student identity styles grade X Accounting Study Program SMK Negeri 1 Wonosobo was done by analyzing the questionnaire data which was filled by the students on the experimental group and the control group. Questionnaire data which was filled by students on the experimental group and the control are as follows:

Table 22. Data of Identity Style on Experimental Group and Control Group

No.	Descriptive	Experimental Group	Control Group
1.	N	32	30
2.	Mean	1,84	1,97
3.	Median	2,00	2,00
4.	Mode	2	2
5.	Std. Deviation	0,767	0,809

Source: Primary Data are Processed

Table 23. Frequency Distribution of Student Identity Styles on Experimental Group and Control Group

No.	Interval	Experimental group		Contrl Group	
		Frequency	Frequency (%)	Frequency	Frequency (%)
1.	1	12	37,50%	10	33,33%
2.	2	13	40,63%	11	36,67%
3.	3	7	21,88%	9	30,00%
Amount		32	100,00%	30	100,00%

Source: Primary Data are Processed

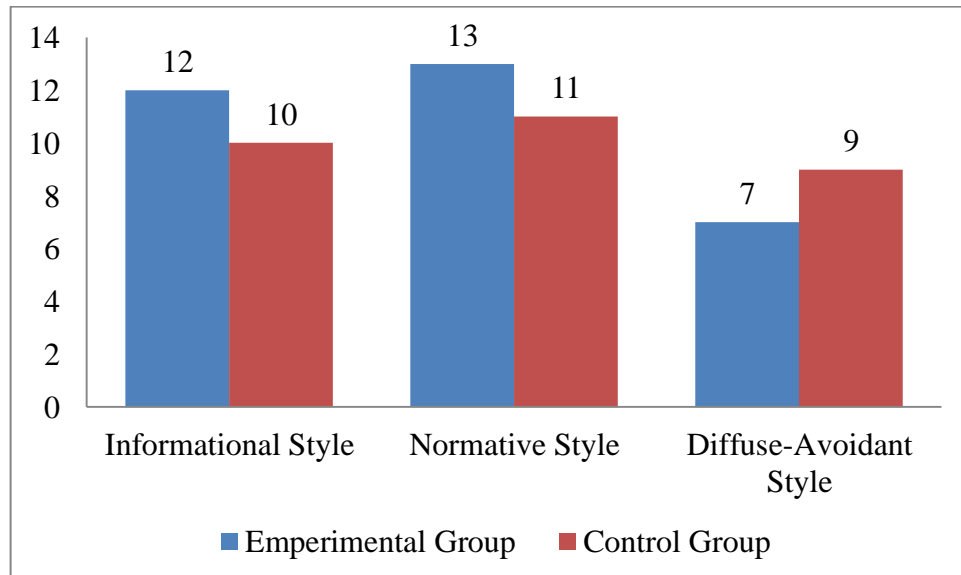


Figure 6. Histogram of Identity Style on Experimental Group and Control Group

B. Hypothesis Test

1. Test of Requirement Analysis

Test of requirement analysis was performed before hypothesis testing, both of which will use statistical parametric or statistical non-parametric. Test of requirement analysis was done by two tests, that are normality test and homogeneity test. Results of test of requirement analysis in this research are as follows:

a. Normality Test

Normality test aims to determine the normalcy degree of data distribution. Normality test is done on the data of learning outcomes and student Identity Style. To determine whether the data is normally distributed or not can be seen in Asymp. Sig (2-tailed). If the value is less than the significance level of 0,05; then the data is not normally distributed. Conversely, if the value is more than the significance level of 0,05; then the data is normally distributed. Normality test data using SPSS 19.00 for Windows. The normality test result of student identity style can be seen in the following table:

Table 24. Summary of Normality Test of Student Identity Styles

	Experimental group	Control Group
	Identity Style	Identity Style
Statistic	0,051	0,117

Source: Primary Data are Processed

The experimental group gained the Statistic value in amount of 0,051; while the control group gained the Statistic value in amount of 0,117. Then the value of each variables in two groups is normal

distribution because the variables in both groups have statistic value which is greater than the significance level of 0,05.

Whereas the normality test result of student learning outcomes can be seen in the following table:

Table 25. Summary of Normality Test of Student Learning Outcomes

	Experimental group		Control group	
	Pre-test	Post-test	Pre-test	Post-test
Standar Deviasi	11,08211	4,79090	7,89572	7,40617
Kolmogrov-Smirnov Z	0,699	0,666	0,562	0,497
Asymp. Sig (2-tailed)	0,713	0,766	0,910	0,497

Source: Primary Data are Processed

The experimental group obtained the value of Asymp. Sig (2-tailed) in amount of 0,713 for the pretest and 0,766 for the posttest, while the control group gained the value of Asymp. Sig (2-tailed) in amount of 0,910 for the pretest and 0,497 for the posttest. Then the value of each variable on the two groups is normal distribution because the value of the variables in both groups had Asymp. Sig (2-tailed) is greater than the significance level of 0,05.

b. Homogeneity Test

Homogeneity test aims to determine whether the samples come from the same variance (homogeneous) or not equal (heterogeneous). To determine whether the data is homogeneous or not can be seen from the value of its significance. If the significant value is greater than the significance level of 0,05; then the data is homogeneous. Conversely, if the significant value is less than the significance level of 0,05; then the

data is not homogeneous. Homogeneity test were performed using SPSS 19.00 for Windows. Homogeneity test result of student identity style can be seen in the following table:

Table 26. Summary of Homogeneity Test of Student Identity Styles

Groups	Homogeneity Test Result	Decision
Experimental	0,919	Homogeneous
Control		

Source: Primary Data are Processed

The table above shows the significance values for student Identity Style in amount of 0,919. From the significant result, then the data of student Identity Style is homogeneous because the significant value is greater than the significant level of 0,05.

Table 27. Summary of Homogeneity Test of Student Learning Outcomes

Explanation	Groups	Normality Test Result	Decision
Pretest	Experimental	0,139	Homogeneous
	Control		
Posttest	Esxperimental	0,062	Homogeneous
	Control		

Source: Primary Data are Processed

The above table shows significant value to the first learning outcomes in amount of 0,139. While the last learning outcome is in amount of 0,062. From the significant result, then the data of students' learning outcomes is homogeneous because the significant value is greater than the significant level of 0,05.

2. Hypothesis Test

Test of requirement analysis shows that the data is normally distributed and homogeneous, then the hypothesis testing can be done.

Hypothesis testing about the effect of cooperative learning methods type Teams Games Tournament (TGT) with Identity Style as moderating variable to improve student learning outcomes in this research used Two-Way ANOVA on SPSS 19.00 for Windows. The following are presented results of hypothesis testing:

a. Hypothesis I

The first hypothesis in this research is to examine whether there are differences in learning outcomes of students using cooperative learning method type Teams Games Tournament (TGT) compared to using conventional methods in grade X Accounting Study Program on subjects Introduction to Finance and Accounting in the material of Payback Period and Net Present Value (NPV) at SMK Negeri 1 Wonosobo. The hypothesis is accepted if Sig. smaller than the significance level of 0,05. Conversely, the hypothesis is rejected if Sig. greater than the significance level of 0,05.

Based on the above calculation, the obtained results as follows:

Table 28. The Results of Two-Way ANOVA on Learning Methods

Source	Type III Sum of Square	Df	Mean Square	F	Sig.	Partial Eta Squared
Method	402,742	1	402,742	10,613	0,02	0,159

Source: Primary Data are Processed

The table above shows the significant value in amount of 0,02. From the significant result, it can be concluded that there are differences in learning outcomes of students using cooperative learning method type Teams Games Tournament (TGT) compared to using

conventional learning methods because the significance value is smaller than the significance level of 0,05. So the hypothesis is accepted.

b. Hypothesis II

The second hypothesis of this research is to examine whether there are learning outcomes differences between the students which have Informational Style, Normative Style and Diffuse-Avoidance Style in grade X Accounting Study program on subjects Introduction to Finance and Accounting on the material Payback Period and Net Present Value (NPV) at SMK Negeri 1 Wonosobo. The hypothesis is accepted if Sig. smaller than the significance level of 0,05. Conversely, the hypothesis is rejected if Sig. greater than the significance level of 0,05.

Based on the above calculation, the obtained results are as follows:

Table 29. The Results of Two-Way ANOVA on Identity Styles

Source	Type III Sum of Square	Df	Mean Square	F	Sig.	Partial Eta Squared
Identity	53,143	2	26,572	0,700	0,501	0,024

Source: Primary Data are Processed

The table above shows the significance value in amount of 0,501. From the significant result, it can be concluded that there is not learning outcomes differences between students who have Informational Style, Normative Style and Diffuse-Avoidance Style because the significant value is greater than the significance level of 0,05. The level of learning outcomes differences between the students

who have Informational Style, Normative Style and Diffuse-Avoidant Style presented in the following table:

Table 30. The Level of Identity Style Differences

Identity Style	Number of Students	Subset
		1
Informational Style	22	88,2068
Normative Style	24	85,7850
Diffuse-Avoidant Style	18	86,4331
Sig.		0,432

Source: Primary Data are Processed

The output above shows that there is not learning outcome differences between students who have Informational Style, Normative Style and Diffuse-Avoidant Style because the subset values from the third styles are in the same column. So the hypothesis is rejected.

c. Hypothesis III

The third hypothesis in this research is to examine whether there is an interaction effect in using cooperative learning method type Teams Games Tournament (TGT) with Identity Style as moderating variables to learning outcomes in grade X Accounting Study Program on subjects Introduction to Finance and Accounting in the material of Payback Period and Net Present Value (NPV) in SMK Negeri 1 Wonosobo. The hypothesis is accepted if Sig. smaller than the significance level of 0,05. Conversely, the hypothesis is rejected if Sig. greater than the significance level 0,05.

Based on the above calculation, the obtained results are as follows:

Tabel 31. The Results of Two-Way ANOVA on Interaction Effect of Learning Method and Identity Style

Source	Type III Sum of Square	Df	Mean Square	F	Sig.	Partial Eta Squared
Identity*Metode	110,820	2	55,410	1,460	0,241	0,050

Source: Primary Data are Processed

The table above shows the significance value in amount of 0,241. From the significant results, it can be concluded that there is not interaction effect in using cooperative learning method type Teams Games Tournament (TGT) with Identity Style as moderating variable to learning outcomes because the significance value is greater than the significance level of 0,05. So the hypothesis is rejected.

C. Discussion

Discussion about the research result above can be described as follows:

1. There are differences in learning outcomes of students using cooperative learning method type Teams Games Tournament (TGT) compared to using conventional learning methods on grade X Accounting Study Program in SMK Negeri 1 Wonosobo academic year 2014/2015.

The learning method used in this research is cooperative learning method type Teams Games Tournament (TGT) in the experimental group and conventional learning method in the control group. Lesson Plan is arranged based on curriculum used in SMK Negeri 1 Wonosobo, that is Curriculum 2013. Lesson Plan is created by the researcher and approved by the relevant subject teachers.

This research result is relevant to Alfie Banuarli research entitled, *“Perbedaan Hasil Belajar Dengan Metode Pembelajaran Kooperatif Tipe Teams Games Tournament (TGT) Dan Konvensional Dalam Mata Pelajaran Dasar Otomotif Sepeda Motor Pada Siswa Kelas X Jurusan Sepeda Motor Di SMK Muhammadiyah 1 Bambanglipuro.”* One of the research results shows that Cooperative Learning method type Teams Games Tournament (TGT) improves the learning outcomes further compared to conventional methods.

The average of learning outcomes on experimental group before treatment is 72,61. This value is a combination of the cognitive average of 76,42; the affective average of 77,34 and the psychomotor average of 64,06. And the average of learning outcomes on experimental group after treatment is 89,20. This value is a combination of the cognitive average of 88,64; the affective average of 88,02 and the psychomotor average of 90,94. While the average of learning outcomes on the control group before treatment is 76,47. This value is a combination of the cognitive average of 86,97; the affective average of 77,78 and the psychomotor average of 64,67. And the average of learning outcomes on control group after treatment was 84,27. This value is a combination of the average cognitive 84,24; the affective average of 82,22 and the psychomotor average of 86,33. The result show that there is a difference between learning outcomes of students using cooperative learning method type Teams Games Tournament (TGT) compared to using conventional learning

methods on grade X Accounting Study Program in SMK Negeri 1 Wonosobo academic year 2014/2015.

2. There are differences in learning outcomes between students who have Informational Style, Normative Style and Diffuse-Avoidant Style on grade X Accounting Study Program in SMK Negeri 1 Wonosobo academic year 2014/2015.

Identity Style used as a moderating variable in this research is the development of self-understanding by someone which makes him more aware of the similarities and differences of others and will provide direction, purpose, and meaning in his life. Student identity style has an impact on students' reactions to the surrounding environment, including learning methods used by teachers in the classroom. There are three types of identity styles, that are Informational Style, Normative Style and Diffuse-Avoidant Style.

The average results of learning in the experimental group and the control group after treatment given differentiated by identity style owned by each student are 85,7850 of Informational Style with a number of 24 students; Normative Style 86,4331 to the number of 16 students; and 88,2068 for Diffuse-Avoidant Style with a number of 22 students. The result show that there is not difference between the learning outcomes of students who have Informational Style, Style and Diffuse Normative-Avoidance Style Accounting Studies Program class X SMK Negeri 1 Wonosobo academic year 2014/2015. This is because there is not effect of

Identity Style on improving student learning outcomes.

3. There is an interaction effect in using cooperative learning method type Teams Games Tournament (TGT) with Identity Style as a variable moderating to learning outcomes on grade X Accounting Study Program in SMK Negeri 1 Wonosobo academic year 2014/2015.

Interaction effectss in this research is learning outcomes gained as an result of the use of learning methods with Identity Style as moderating variable. The learning method used is cooperative learning method type Teams Games Tournament (TGT) for the experimental group and conventional learning method for the control group.

The average of learning outcomes on the experimental group differentiated based on student identity styles are 91,503 for Informational Style; 86,500 for Normative Style; and 90,259 for Diffuse-Avoidant Style. While the average results of the control group differentiated based on student identity styles are 84,252 for Informational Style; 84.940 for Normative Style; and 83,458 for Diffuse-Avoidant Style. The result show that there is not interaction effect in using cooperative learning method type Teams Games Tournament (TGT) with Identity Style as a variable moderating to learning outcomes on grade X Accounting Study Program in SMK Negeri 1 Wonosobo academic year 2014/2015. This is because there is only one factor affecting the improvement of student learning outcomes, that is cooperative learning method type Teams Games Tournament (TGT).

D. Strengths and Weakness

Strength of this research is cooperative learning method type teams Games Tournament (TGT) is effective to improve student' learning outcomes with different Identity Style.

Whereas weakness of this research is students in research have received power which is good. So difficult to gained differences of learning outcomes with different Identity Style.

E. Research Limitation

Limitation in this research are:

1. The research was only implemented on the topic of Payback Period and Net Present Value (NPV).
2. Researchers had a limited time to implement cooperative learning method type Teams Games Tournament (TGT), because this method requires a long time to implement.
3. There were some students who were not satisfied with the results of the score and rank which they got in some tournaments, so caused they debated with their enemy and it made the researcher must stop the debate and thus reduce research time.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research results that have been obtained by hypothesis testing, then it can be arranged the conclusions based on research purposes, that are:

1. The difference of students' learning outcomes using cooperative learning method type Teams Games Tournament (TGT) compared to using conventional learning methods in grade X Accounting Study Program on subject Introduction to Finance and Accounting in the material of Payback Period and Net Present Value (NPV) on SMK Negeri 1 Wonosobo. Based on calculations of Two Way ANOVA, it shows that the value of Sig. is 0,002. Because the value is smaller than the significance level of 0,05; it can be concluded that there are differences of students' learning outcomes using cooperative learning method type Teams Games Tournament (TGT) compared to using conventional learning methods.
2. The difference of learning outcomes between students who have Informational Style, Normative Style and Diffuse-Avoidant Style in grade X Accounting program Study on subjects Introduction to Finance and Accounting in the material of Payback Period and Net Present Value (NPV) in SMK Negeri 1 Wonosobo. Based on calculations of Two Way ANOVA, it showed that the value of Sig. is 0,501. Because the value is greater than the significance level of 0,05; it can be concluded that there is

not difference between student learning outcomes who have Informational Style, Normative Style and Diffuse-Avoidant Style.

3. Effect of interaction in using cooperative learning method type Teams Games Tournament (TGT) with Identity Style as moderating variable to learning outcomes in grade X Accounting program Study on subject Introduction to Finance and Accounting in the material of Payback Period and Net Present Value (NPV) in SMK Negeri 1 Wonosobo. Based on calculations of Two Way ANOVA, it shows that the value of Sig. is 0,241. Because the value is greater than the significance level of 0,05; it can be concluded that there is not interaction effect in using cooperative learning method type Teams Games Tournament (TGT) with Identity Style as moderating variable.

B. Implications

This research has three influences. First influence is the effect of the use of cooperative learning method type Teams Games Tournament (TGT). This method gives a positive influence to student' learning outcomes. In this learning method, students sooperate with each groups to understand the material. This matter based high student motivation to get the maximum score that they can give to the group. So the group has the highest score in the class.

Second influence in this research is the influence of Identity Style on student' learning outcomes. Identity Style has not influence on student' learning outcomes. This is indicated by student' learning outcomes which is

almost the same. With this result, we can conclude that of three types of existing Identity Style, students can still receive material given with received power which almost the same.

Third influence in this research is interaction effect between cooperative learning method type Teams Games Tournament (TGT) and Identity Style. There is not interaction effect between cooperative learning method type Teams Games Tournament (TGT) and Identity Style. With the use of cooperative learning method type Teams Games Tournament (TGT), students have high motivation to give the maximum score for the group. Students will cooperate with each group to understand the material so their group have the highest score in the class. This matter minimizes the character of each Identity Style of the students, so that students have received power to the material is almost the same and have improvement of learning outcomes is almost the same.

C. Suggestions

Based on the research results and conclusions above, then the researcher arranged the suggestions as follows:

1. For the school:

The school is expected to encourage the teachers to develop a variety of learning methods in the classroom to improve student learning outcomes.

2. For the teacher:

The teachers are expected to use cooperative learning teams Games Tournament (TGT) because this method facilitates the students in receiving the material, so that it can increase the learning outcomes.

3. For the students:

The students are expected to be more active in participating in the classroom, so that it facilitates the teacher in evaluating the level of students' acceptances. Moreover, the students who have understood the material can help the students who have not understood the material, so that the learning outcomes in this grade can be categorized as high.

4. For the next researchers:

The future researcher are expected to:

- a. Implement similar research but on different accounting topics.
- b. Have a more sufficient time to implement cooperative learning methods type Teams Games Tournament (TGT).
- c. Employ assistant in observation and implementation to provide accurate score and ranking for students.

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Appendix 1. Presence of Students

X AK 1

NO. ABSEN	NAMA	07/04/2015	09/04/2015
1	ACHMAD LUGI PANGESTU	√	√
2	ADI PAMUNGKAS	√	√
3	AFFIANI ERZA SHAROF A	√	√
4	AFIF KHOIROTUN NISA	√	√
5	AMALIA NURUL IZZAH	√	√
6	AMAR MAKRU F	√	√
7	ANGGITA TIA MUSTIKA	√	√
8	ANY NURJANAH	√	√
9	APRILIA DIAN PERTIWI	√	√
10	ASRI JUMATUL SIAMI	√	√
11	BELLA RISTA KUSUMAWATI	√	√
12	BUNGA PRIYANDHINI	√	√
13	DEWI ANGGRAINI	√	√
14	DIAN ANDINI	√	√
15	DIKI SETIYADI	√	√
16	DWI ERLINA WATI	√	√
17	DYAH INTAN SUKOWATI	√	√
18	EKA RAHMAWATI	√	√
19	EKA ZULAECHAH	√	√
20	EKO ADI TIYANTO	√	√
21	ELEN RIYANTI AGUSTIN	√	√
22	ELI NUR HASANAH	√	√
23	ELLA PRAMUDIANA	√	√
24	ERLIN MEIRA YANI	√	√
25	ESTI PUSPITA NINGRUM	√	√
26	FAFI ROCHMATILLAH	√	√
27	FAISAL DWI WIJAYANTO	√	√
28	FATNA SRIWATI	√	√
29	FATONAH	√	√
30	FEBRI ARIFIN	√	√

X AK III

NO. ABSEN	NAMA	09/04/2015	10/04/2015
1	RISKINA SHOLECHAH	√	√
2	RISTU KURNIAWATI	√	√
3	RISYA APRILIYA	√	√
4	RIZA UMAMI	√	√
5	RIZKI AMALIA	√	√
6	ROFIQOH	√	√
7	SABAR WIBOWO	√	√
8	SARAAZURA JAMALALMUAILU	√	√
9	SAVIRA RATNANINGSIH	√	√
10	SIAMI TIANINGSIH	√	√
11	SITI AMINAH	√	√
12	SITI FATMA NURLEHAH	√	√
13	SITI KHOTIJAH	√	√
14	SITI ZULFA AMALIA	√	√
15	SRI INDRI RAHMAWATI	√	√
16	SUMANTO	√	√
17	SYAFHIRA SALSABILLA FIAYUDIA	√	√
18	SYARIFAH	√	√
19	TIYAS PUSPITA SARI	√	√
20	TRI MARWIYATI	√	√
21	VIKA MEI WAHYU	√	√
22	WAHYU INDRA HARYONO PUTRA	√	√
23	WALYANTI	√	√
24	WINARI NIDA FAZLI	√	√
25	WIWIN ICHTIARINI	√	√
26	YASSIR AHMAD NUGROHO	√	√
27	YEKTI ZULIA PRASTYANI	√	√
28	YULIHA NILKOTINA	√	√
29	YUNITA ARDIYANTI	√	√
30	YUYUN NOVIYANTI RADJUN	√	√
31	ZAENAH HAYATI	√	√
32	ZULFIATUN KHASANAH	√	√

Appendix 2. Score of Testing of Questionnaire

NO ABSEN	IDENTITY STYLE																JUMLAH			(JML SKOR/JML ITEM)*100										
	INFORMATIONAL STYLE								NORMATIVE STYLE								DIFFUSE-AVOIDANT STYLE			IS		NS		DAS						
																				IS		NS		DAS						
	1	2	3	4	5	6	7	10	12	13	14	15	16	18	19	20	21	22	23	24	25	26	27	28	IS	NS	DAS			
1	2	2	3	1	3	4	2	1	4	3	1	1	3	1	2	1	2	1	3	1	2	4	1	2	18	16	16	22,50	20,00	20,00
2	4	4	3	3	4	4	4	4	4	3	4	3	3	3	3	3	4	4	3	4	3	4	3	2	30	26	27	37,50	32,50	33,75
3	3	4	3	3	3	4	4	4	4	4	4	3	4	3	4	3	1	1	1	1	1	3	1	2	28	29	11	35,00	36,25	13,75
4	4	4	3	3	4	3	4	3	1	4	4	4	3	3	3	3	1	2	2	1	1	3	2	3	28	25	15	35,00	31,25	18,75
5	4	4	4	3	3	3	4	4	4	4	4	4	3	3	4	3	1	1	1	1	1	3	1	4	29	29	13	36,25	36,25	16,25
6	4	4	3	4	3	4	4	4	4	4	3	3	3	3	3	2	4	4	3	4	3	3	4	3	30	25	28	37,50	31,25	35,00
7	3	4	3	2	3	2	4	3	1	3	4	3	4	2	4	4	1	1	1	1	1	3	1	1	24	25	10	30,00	31,25	12,50
8	3	4	3	2	2	3	4	3	2	3	4	3	3	3	3	3	4	4	4	4	3	4	2	2	24	24	29	30,00	30,00	36,25
9	4	4	4	3	3	3	4	4	4	4	4	4	3	1	4	3	1	1	1	1	1	3	1	4	29	27	13	36,25	33,75	16,25
10	4	4	3	3	4	4	4	4	4	3	4	3	3	3	3	3	4	4	3	4	3	4	3	2	30	26	27	37,50	32,50	33,75
11	4	4	3	2	3	1	4	4	4	4	4	3	3	3	3	4	4	4	4	4	4	4	4	2	25	28	30	31,25	35,00	37,50
12	4	4	4	3	2	2	4	4	4	4	4	3	4	4	4	3	2	3	1	1	1	4	1	1	27	30	14	33,75	37,50	17,50
13	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	1	1	1	1	1	2	4	3	32	30	14	40,00	37,50	17,50
14	4	3	3	3	3	3	4	4	3	3	3	4	3	3	4	3	1	1	2	1	3	4	1	2	27	26	15	33,75	32,50	18,75
15	4	4	3	3	4	3	4	3	2	3	4	4	4	3	3	2	1	2	1	1	2	2	2	3	28	25	14	35,00	31,25	17,50
16	4	4	3	2	2	3	4	4	4	3	4	2	3	3	4	4	4	2	1	1	1	3	1	4	26	27	17	32,50	33,75	21,25

NO ABSEN	IDENTITY STYLE																												JUMLAH			(JML SKOR/JML ITEM)*100																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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	1	2	3	4	5	6	7	10	12	13	14	15	16	18	19	20	21	22	23	24	25	26	27	28																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														

Appendix 3. Validity Test of Questionnaire

Informational Style

Correlations												
	POIN1	POIN2	POIN3	POIN4	POIN5	POIN6	POIN7	POIN8	POIN9	POIN10	POIN11	JUMLAH
POIN1	1	,639** ,000	,443* ,011	,227 ,212	,346 ,052	-,008 ,966	,521** ,002	-,293 ,104	-,182 ,319	,637** ,000	-,177 ,331	,522** ,002
POIN2		1	,394* ,026	-,045 ,808	,381* ,031	-,133 ,468	,413* ,019	-,226 ,213	-,089 ,627	,568** ,001	-,056 ,759	,481** ,005
POIN3			1	,187 ,305	,410* ,020	,200 ,272	-,029 ,876	-,157 ,390	-,275 ,128	,361* ,042	-,093 ,611	,415* ,018
POIN4				1	,313 ,081	,367* ,039	,209 ,251	-,179 ,326	,023 ,902	,225 ,215	,019 ,916	,478** ,006
POIN5					1	,502** ,003	-,058 ,753	,083 ,652	-,159 ,384	,146 ,427	,230 ,205	,661** ,000
POIN6						1	-,206 ,257	,180 ,324	,347 ,052	,007 ,971	,142 ,438	,592** ,000
POIN7							1	-,037 ,841	-,105 ,566	,629* ,000	-,039 ,833	,364* ,041
POIN8								1	,082 ,654	-,119 ,515	,315 ,079	,218 ,230

POIN8	Pearson Correlation Sig. (2-tailed) N	-,293 ,104 32	-,226 ,213 32	-,157 ,390 32	-,179 ,326 32	,083 ,652 32	,180 ,324 32	-,037 ,841 32	1 ,082 32	-,119 ,515 32	,315 ,079 32	,218 ,230 32
POIN9	Pearson Correlation Sig. (2-tailed) N	-,182 ,319 32	-,089 ,627 32	-,275 ,128 32	,023 ,902 32	-,159 ,384 32	,347 ,052 32	-,105 ,566 32	,082 ,654 32	-,059 ,746 32	-,175 ,339 32	,211 ,247 32
PON10	Pearson Correlation Sig. (2-tailed) N	,637** ,000 32	,568** ,001 32	,361* ,042 32	,225 ,215 32	,146 ,427 32	,007 ,971 32	,629** ,000 32	-,119 ,515 32	-,059 ,746 32	,042 ,821 32	,608** ,000 32
POIN11	Pearson Correlation Sig. (2-tailed) N	-,177 ,331 32	-,056 ,759 32	-,093 ,611 32	,019 ,916 32	,230 ,205 32	,142 ,438 32	-,039 ,833 32	,315 ,079 32	-,175 ,339 32	1 ,821 32	,295 ,101 32
JUMLAH	Pearson Correlation Sig. (2-tailed) N	,522** ,002 32	,481** ,005 32	,415* ,018 32	,478** ,006 32	,661** ,000 32	,592** ,000 32	,364* ,041 32	,218 ,230 32	,608** ,000 32	,295 ,101 32	1 32

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

POIN20	Pearson Correlation	,000	,000	,547**	,065	-,156	-,219	,053	,295	1	,356*
	Sig. (2-tailed)	1,000	1,000	,001	,724	,393	,229	,773	,101		,046
	N	32	32	32	32	32	32	32	32	32	32
JUMLAH	Pearson Correlation	,464**	,503**	,575**	,490**	,431*	,218	,613**	,582**	,356*	1
	Sig. (2-tailed)	,007	,003	,001	,004	,014	,232	,000	,000	,046	
	N	32	32	32	32	32	32	32	32	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

POIN29	Pearson Correlation	,067	,016	,305	,035	,084	-,284	-,051	,611**	1	,515**	,345
	Sig. (2-tailed)	,715	,930	,089	,849	,646	,116	,781	,000		,003	,053
	N	32	32	32	32	32	32	32	32	32	32	32
POIN30	Pearson Correlation	-,042	-,207	,110	-,096	-,243	-,260	-,167	,054	,515**	1	,075
	Sig. (2-tailed)	,820	,256	,550	,601	,180	,151	,361	,770	,003		,682
	N	32	32	32	32	32	32	32	32	32	32	32
JUMLAH	Pearson Correlation	,856**	,837**	,856**	,911**	,808**	-,363*	,774**	,434*	,345	,075	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,041	,000	,013	,053	,682	
	N	32	32	32	32	32	32	32	32	32	32	32

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

soal10	Pearson Correlation	,417 ^{**}	,051	-,050	,600 ^{**}	,380 ^{**}	-,050	-,413 ^{**}	,200	,232	1	,417 ^{**}	-,104	-,181	,206	,189	,338
	Sig. (2-tailed)	,017	,782	,787	,000	,032	,787	,019	,272	,201		,017	,569	,322	,258	,301	,059
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
soal11	Pearson Correlation	1,000 ^{**}	,248	,311	,696 ^{**}	,158	,311	-,248	,232	,248	,417 ^{**}	1	-,121	,217	-,204	,339	,514 ^{**}
	Sig. (2-tailed)	,000	,171	,083	,000	,387	,083	,171	,202	,171	,017		,509	,233	,264	,057	,003
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
soal12	Pearson Correlation	-,121	-,346	-,234	,104	,187	-,389 [*]	,346	,174	,222	-,104	-,121	1	-,146	-,493 ^{**}	,133	,062
	Sig. (2-tailed)	,509	,052	,198	,569	,305	,028	,052	,341	,222	,569	,509		,426	,004	,470	,737
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
soal13	Pearson Correlation	,217	,473 ^{**}	,404 [*]	,049	-,040	,404 [*]	,197	,411 [*]	,205	-,181	,217	-,146	1	,088	,332	,605 ^{**}
	Sig. (2-tailed)	,233	,006	,022	,789	,828	,022	,280	,020	,260	,322	,233	,426		,631	,063	,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
soal14	Pearson Correlation	-,204	-,025	,218	-,033	-,016	,073	-,108	,163	-,290	,206	-,204	-,493 ^{**}	,088	1	-,448 ^{**}	,045
	Sig. (2-tailed)	,264	,893	,230	,860	,931	,692	,557	,374	,107	,258	,264	,004	,631		,010	,805
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
soal15	Pearson Correlation	,339	,094	-,131	,176	-,143	-,131	-,094	,215	,731 ^{**}	,189	,339	,133	,332	-,448 ^{**}	1	,351 ^{**}
	Sig. (2-tailed)	,057	,607	,475	,336	,435	,475	,607	,238	,000	,301	,057	,470	,063	,010		,049
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
Jumlah	Pearson Correlation	,514 ^{**}	,629 ^{**}	,625 ^{**}	,491 ^{**}	,458 ^{**}	,570 ^{**}	,157	,727 ^{**}	,451 ^{**}	,338	,514 ^{**}	,062	,605 ^{**}	,045	,351 ^{**}	1
	Sig. (2-tailed)	,003	,000	,000	,004	,008	,001	,392	,000	,010	,059	,003	,737	,000	,805	,049	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32

**, Correlation is significant at the 0.01 level (2-tailed).

*, Correlation is significant at the 0.05 level (2-tailed).

Appendix 5. Reliability Test of Achievement Test and Questionnaire
Informational Style

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,734	,750	8

Normative Style

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,600	,638	8

Diffuse-Avoidant Style

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,858	,817	8

Tes Prestasi

Reliability Statistics

Cronbach's Alpha	N of Items
,766	11

Appendix 6. Item Analysis

No.	Tingkat Kesukaran		Daya Beda		Keputusan
	Nilai	Kriteria	Pearson Correlation	Kriteria	
1	0,97	Mudah	0,514	Baik	Digunakan
2	0,66	Sedang	0,629	Baik	Digunakan
3	0,75	Mudah	0,625	Baik	Digunakan
4	0,94	Mudah	0,491	Baik	Digunakan
5	0,44	Sedang	0,458	Baik	Digunakan
6	0,74	Mudah	0,570	Baik	Digunakan
8	0,63	Sedang	0,727	Baik sekali	Digunakan
9	0,66	Sedang	0,451	Baik	Digunakan
11	0,97	Mudah	0,514	Baik	Digunakan
13	0,59	Sedang	0,605	Baik	Digunakan
15	0,78	Mudah	0,351	Cukup	Digunakan

Appendix 7. Data of Pretest of Cognitive Domain on Experimental Group

NO	PILIHAN JAWABAN											JML	NILAI
	1	2	3	4	5	6	8	9	11	13	15		
1	1	1	0	1	1	1	1	1	1	1	1	10	90,91
2	1	1	0	1	0	1	1	0	1	1	1	8	72,73
3	1	1	0	1	1	1	1	1	1	1	0	9	81,82
4	1	1	1	1	1	1	1	1	1	1	1	11	100,00
5	1	1	0	1	1	0	1	1	1	1	0	8	72,73
6	1	1	0	1	0	1	0	0	1	1	0	6	54,55
7	1	1	1	1	1	1	0	0	1	1	1	9	81,82
8	1	1	1	1	1	1	1	1	1	1	1	11	100,00
9	1	1	1	1	1	1	1	1	1	1	0	10	90,91
10	1	1	0	1	0	1	1	0	1	1	1	8	72,73
11	1	1	1	1	1	0	1	0	1	1	1	9	81,82
12	1	1	1	1	1	0	1	1	1	0	1	9	81,82
13	1	0	0	1	0	0	0	0	1	1	0	4	36,36
14	1	1	1	1	1	1	1	1	1	1	0	10	90,91
15	1	1	1	1	0	0	0	0	1	0	0	5	45,45
16	1	1	0	1	1	0	1	0	0	1	1	7	63,64
17	1	1	1	1	1	1	0	1	0	0	1	8	72,73
18	1	1	1	1	1	1	0	1	1	1	0	9	81,82
19	1	1	1	1	1	1	0	1	1	1	0	9	81,82
20	1	1	1	1	1	1	1	1	1	1	0	10	90,91
21	1	1	1	1	1	0	1	0	0	0	0	6	54,55
22	1	0	1	1	1	1	0	1	0	1	0	7	63,64
23	1	1	1	1	0	1	0	1	0	0	1	7	63,64
24	1	1	1	1	1	1	1	1	1	1	0	10	90,91
25	1	1	1	1	1	1	0	1	1	1	0	9	81,82
26	1	1	1	1	1	0	0	1	1	1	1	9	81,82
27	1	1	1	1	1	1	0	0	1	1	1	9	81,82
28	1	1	1	1	1	1	1	0	0	0	0	7	63,64
29	1	1	1	1	1	0	1	1	1	1	0	9	81,82
30	1	1	1	1	1	1	0	1	0	0	1	8	72,73
31	1	1	1	1	0	1	1	1	1	1	1	10	90,91
32	1	1	1	1	1	1	0	0	0	1	1	8	72,73

Appendix 8. Data of Pretest of Affective Domain on Experimental Group

NO	A	B	C	D	E	F	JML	NILAI
1	2	2	2	2	2	2	12	100,00
2	1	2	2	1	1	1	8	66,67
3	2	2	1	2	2	2	11	91,67
4	2	2	2	2	2	2	12	100,00
5	2	2	2	2	2	2	12	100,00
6	2	2	1	1	0	1	7	58,33
7	1	2	2	2	1	2	10	83,33
8	2	2	2	2	2	2	12	100,00
9	1	2	2	2	0	1	8	66,67
10	1	2	2	0	2	2	9	75,00
11	0	2	2	2	1	2	9	75,00
12	0	2	2	2	1	1	8	66,67
13	2	2	2	2	2	2	12	100,00
14	0	2	2	2	2	2	10	83,33
15	2	2	2	1	2	2	11	91,67
16	2	2	2	1	1	1	9	75,00
17	1	2	2	2	1	2	10	83,33
18	0	2	1	2	2	1	8	66,67
19	1	2	2	2	1	2	10	83,33
20	1	2	2	0	2	2	9	75,00
21	2	2	1	1	0	1	7	58,33
22	1	2	2	0	2	0	7	58,33
23	0	2	2	1	1	0	6	50,00
24	0	2	2	2	2	0	8	66,67
25	1	2	2	0	1	2	8	66,67
26	2	2	2	1	1	1	9	75,00
27	1	2	2	2	2	2	11	91,67
28	0	2	2	1	1	1	7	58,33
29	2	2	2	1	1	2	10	83,33
30	2	2	2	2	2	0	10	83,33

Appendix 9. Data of Pretest of Psychomotor Domain on Experimental Group

NO	A	B	C	D	E	JML	NILAI
1	2	0	1	2	2	7	70
2	2	2	1	2	1	8	80
3	2	2	1	2	2	9	90
4	1	1	2	2	1	7	70
5	2	2	1	1	1	7	70
6	1	2	1	1	2	7	70
7	2	2	1	2	2	9	90
8	2	2	1	1	2	8	80
9	2	2	1	2	1	8	80
10	2	2	1	0	2	7	70
11	2	2	1	2	1	8	80
12	2	2	1	2	2	9	90
13	0	1	1	1	0	3	30
14	2	0	0	2	0	4	40
15	1	0	0	2	2	5	50
16	1	0	1	2	1	5	50
17	1	0	0	2	2	5	50
18	2	1	1	2	2	8	80
19	2	0	0	1	1	4	40
20	2	0	0	2	2	6	60
21	1	0	0	2	2	5	50
22	1	0	1	2	2	6	60
23	1	0	0	2	2	5	50
24	2	0	1	0	0	3	30
25	2	2	1	2	0	7	70
26	2	2	1	0	2	7	70
27	2	0	0	1	1	4	40
28	1	2	1	1	2	7	70
29	2	2	1	0	2	7	70
30	1	0	0	2	2	5	50
31	2	2	1	2	2	9	90
32	1	2	1	1	1	6	60

Appendix 10. Data of Pretest of Cognitive Domain on Control Group

NO	PILIHAN JAWABAN											JML	NILAI
	1	2	3	4	5	6	8	9	11	13	15		
1	1	1	1	1	1	1	1	0	1	1	1	10	90,91
2	1	1	1	1	1	1	1	1	1	1	1	11	100,00
3	1	1	1	1	1	1	1	0	1	1	1	10	90,91
4	1	1	1	1	1	1	1	1	0	1	1	10	90,91
6	1	1	1	1	0	1	1	0	1	0	1	8	72,73
7	1	1	1	1	1	1	1	1	1	1	1	11	100,00
8	1	1	1	1	1	1	1	0	1	1	1	10	90,91
9	1	1	1	1	1	1	1	0	1	1	1	10	90,91
10	1	1	1	1	1	1	1	0	1	1	1	10	90,91
11	1	1	1	1	1	1	1	0	1	1	1	10	90,91
12	1	1	1	1	1	1	1	0	1	1	1	10	90,91
13	1	1	1	1	1	1	1	0	0	1	1	9	81,82
14	1	1	1	1	0	1	0	0	1	1	1	8	72,73
16	1	1	0	1	0	1	0	0	0	1	1	6	54,55
17	1	1	1	1	1	1	1	0	0	0	0	7	63,64
18	1	1	1	1	1	1	0	0	1	0	1	8	72,73
19	1	1	1	1	1	1	1	1	1	1	1	11	100,00
20	1	1	1	1	1	1	1	1	1	1	1	11	100,00
21	1	1	1	1	0	1	1	0	1	0	1	8	72,73
22	1	1	1	1	1	1	1	1	1	1	1	11	100,00
23	1	1	1	1	1	1	0	1	1	1	1	10	90,91
24	1	1	1	1	1	1	0	1	1	1	1	10	90,91
25	1	1	1	1	1	1	0	1	0	1	0	8	72,73
26	1	1	1	1	1	1	0	1	1	1	1	10	90,91
27	1	1	1	1	1	1	0	1	1	1	1	10	90,91
28	1	1	1	1	1	1	0	1	1	1	1	10	90,91
29	1	1	1	1	1	1	1	0	1	1	1	10	90,91
30	1	1	1	1	1	1	0	1	1	1	1	10	90,91
31	1	1	1	1	1	1	0	1	1	1	1	10	90,91
32	1	1	1	1	1	0	1	1	1	1	1	10	90,91

Appendix 11. Data of Pretetst of Affective Domain on Control Group

NO	A	B	C	D	E	F	JML	NILAI
1	2	2	2	2	1	2	11	91,67
2	1	2	2	1	2	1	9	75,00
3	2	2	1	2	1	2	10	83,33
4	2	2	2	2	0	1	9	75,00
5	2	2	1	2	1	1	9	75,00
6	2	2	2	2	2	2	12	100,00
7	1	2	2	2	1	1	9	75,00
8	2	2	1	1	2	1	9	75,00
9	1	2	2	2	2	2	11	91,67
10	1	2	2	2	1	2	10	83,33
11	2	2	2	2	1	2	11	91,67
12	0	2	2	2	2	2	10	83,33
13	2	2	2	1	2	1	10	83,33
14	0	2	1	1	1	0	5	41,67
15	2	2	2	2	2	2	12	100,00
16	2	2	1	2	1	0	8	66,67
17	1	2	2	1	2	2	10	83,33
18	1	2	1	2	1	1	8	66,67
19	1	2	2	0	2	2	9	75,00
20	2	2	2	2	2	0	10	83,33
21	2	2	0	2	1	1	8	66,67
22	1	2	2	2	2	2	11	91,67
23	2	2	1	2	2	1	10	83,33
24	2	2	2	2	1	2	11	91,67
25	1	2	2	2	2	2	11	91,67
26	2	2	2	2	2	1	11	91,67
27	2	2	2	2	2	2	12	100,00
28	2	2	2	1	1	1	9	75,00
29	2	2	1	1	2	2	10	83,33
30	2	2	2	2	2	1	11	91,67

Appendix 12. Data of Pretest of Psychomotor on Control Group

NO	A	B	C	D	E	JML	NILAI
1	2	2	1	2	1	8	80
2	2	2	1	2	2	9	90
3	2	2	1	2	2	9	90
4	2	2	1	1	1	7	70
5	2	2	1	2	1	8	80
6	2	0	1	1	1	5	50
7	2	0	1	2	1	6	60
8	1	0	0	2	2	5	50
9	2	2	1	0	0	5	50
10	2	2	1	2	2	9	90
11	2	0	1	2	2	7	70
12	1	2	1	2	2	8	80
13	1	2	1	1	1	6	60
14	1	0	1	2	2	6	60
15	1	2	1	2	2	8	80
16	1	2	1	1	1	6	60
17	2	0	1	2	1	6	60
18	1	2	1	1	1	6	60
19	1	0	1	1	1	4	40
20	2	1	1	1	0	5	50
21	2	2	1	1	1	7	70
22	2	2	1	1	0	6	60
23	1	2	1	2	0	6	60
24	2	0	1	0	0	3	30
25	2	2	1	0	0	5	50
26	2	0	1	2	2	7	70
27	1	0	1	1	1	4	40
28	2	2	1	2	2	9	90
29	2	2	1	2	1	8	80
30	2	0	1	2	1	6	60

Appendix 13. Data of Posttest of Cognitive Domain on Experimental Group

NO	PILIHAN JAWABAN											JML	NILAI
	1	2	3	4	5	6	8	9	11	13	15		
1	1	1	1	1	1	1	1	1	1	1	1	11	100,00
2	1	1	1	1	0	1	1	1	1	1	1	10	90,91
3	1	1	1	1	0	1	1	1	0	1	1	9	81,82
4	1	1	0	1	1	1	1	1	1	1	1	10	90,91
5	1	1	1	1	0	1	1	0	1	1	1	9	81,82
6	1	1	1	1	0	1	1	1	0	1	0	8	72,73
7	1	1	1	1	0	1	1	1	1	1	1	10	90,91
8	1	1	1	1	1	1	1	1	1	1	1	11	100,00
9	1	1	1	1	1	1	1	0	1	1	1	10	90,91
10	1	1	1	1	0	1	1	1	1	1	1	10	90,91
11	1	1	1	1	1	1	1	1	0	1	1	10	90,91
12	1	1	1	1	0	1	1	1	0	0	1	8	72,73
13	1	1	1	1	0	1	1	1	1	0	1	9	81,82
14	1	1	1	1	1	1	1	1	1	1	1	11	100,00
15	1	1	1	1	1	1	1	1	0	1	1	10	90,91
16	1	1	1	0	0	1	1	1	0	1	1	8	72,73
17	1	1	1	1	1	1	1	1	1	0	1	10	90,91
18	1	1	1	1	1	1	0	1	1	1	1	10	90,91
19	1	1	1	1	1	1	1	1	1	1	1	11	100,00
20	1	1	1	1	1	1	1	1	1	1	1	11	100,00
21	1	1	1	1	1	1	1	1	1	0	1	10	90,91
22	1	1	1	0	1	1	1	1	1	1	1	10	90,91
23	1	1	1	0	1	1	1	1	1	0	1	9	81,82
24	1	1	1	1	1	1	1	1	1	1	1	11	100,00
25	1	1	1	1	1	1	1	1	1	1	1	11	100,00
26	1	1	1	1	1	1	1	1	1	0	1	10	90,91
27	1	1	1	1	1	1	0	1	0	0	1	8	72,73
28	1	1	1	1	1	1	1	1	1	1	1	11	100,00
29	1	0	1	1	1	1	0	1	0	1	1	8	72,73
30	1	1	1	1	1	1	1	1	1	0	1	10	90,91
31	1	1	1	1	1	1	0	1	0	0	1	8	72,73
32	1	1	1	1	1	1	0	1	1	1	1	10	90,91

Appendix 14. Data of Posttest of Affective Domain on Experimental Group

NO	A	B	C	D	E	F	JML	NILAI
1	1	2	2	1	2	2	10	83,33
2	2	2	2	2	2	2	12	100,00
3	1	2	2	2	0	2	9	75,00
4	2	2	0	2	2	1	9	75,00
5	2	2	2	0	2	2	10	83,33
6	0	2	0	1	2	2	7	58,33
7	0	2	2	2	1	2	9	75,00
8	1	2	1	2	1	2	9	75,00
9	2	2	2	2	1	2	11	91,67
10	1	2	1	1	2	2	9	75,00
11	2	2	2	2	1	1	10	83,33
12	2	2	1	2	2	1	10	83,33
13	1	2	2	0	0	1	6	50,00
14	2	2	2	1	2	2	11	91,67
15	0	2	1	2	1	2	8	66,67
16	2	2	2	1	2	2	11	91,67
17	1	2	2	2	0	1	8	66,67
18	1	2	1	2	1	0	7	58,33
19	1	2	2	2	2	2	11	91,67
20	2	2	2	0	2	2	10	83,33
21	0	2	2	2	0	1	7	58,33
22	1	2	1	2	2	2	10	83,33
23	1	2	2	2	1	1	9	75,00
24	2	2	1	0	2	2	9	75,00
25	1	2	0	2	2	2	9	75,00
26	2	2	1	2	0	2	9	75,00
27	2	2	1	1	1	2	9	75,00
28	1	2	2	2	1	2	10	83,33
29	2	2	2	2	2	1	11	91,67
30	2	2	2	2	2	2	12	100,00
31	2	2	1	2	2	0	9	75,00
32	0	2	2	0	2	0	6	50,00

Appendix 15. Data of Posttest of Psychomotor Domain on Experimental Group

NO	A	B	C	D	E	JML	NILAI
1	2	2	2	2	1	9	90
2	2	2	2	2	1	9	90
3	2	2	2	2	1	9	90
4	1	2	2	2	1	8	80
5	2	2	2	2	1	9	90
6	2	2	2	2	2	10	100
7	2	2	2	2	2	10	100
8	2	2	2	2	1	9	90
9	2	2	2	2	1	9	90
10	2	2	2	2	1	9	90
11	2	2	2	2	1	9	90
12	1	2	2	2	0	7	70
13	2	2	2	2	1	9	90
14	2	2	2	2	1	9	90
15	2	2	2	2	2	10	100
16	2	2	2	2	0	8	80
17	2	2	2	2	1	9	90
18	2	2	2	2	1	9	90
19	2	2	2	2	1	9	90
20	2	2	2	2	2	10	100
21	2	2	2	2	2	10	100
22	2	2	2	2	2	10	100
23	2	2	2	2	1	9	90
24	2	2	2	2	1	9	90
25	2	2	2	2	1	9	90
26	2	2	2	2	2	10	100
27	2	2	2	2	1	9	90
28	2	2	2	2	1	9	90
29	2	2	2	2	1	9	90
30	2	2	2	2	1	9	90
31	2	2	2	2	1	9	90
32	2	2	2	2	1	9	90

Appendix 16. Data of Posttest of Cognitive Domain on Control Group

NO	PILIHAN JAWABAN											JML	NILAI
	1	2	3	4	5	6	8	9	11	13	15		
1	1	1	1	1	0	1	1	0	1	1	1	9	81,82
2	1	1	1	1	0	1	1	1	1	1	1	10	90,91
3	1	1	1	1	0	1	1	0	1	1	1	9	81,82
4	1	1	1	0	0	1	1	1	1	0	1	8	72,73
5	1	1	1	1	0	1	1	0	0	1	1	8	72,73
6	1	1	1	1	0	1	1	1	1	1	1	10	90,91
7	1	1	1	1	0	1	1	0	1	1	1	9	81,82
8	1	1	0	0	1	1	1	1	1	1	1	9	81,82
9	1	1	1	1	0	1	1	0	1	1	1	9	81,82
10	1	1	1	1	0	1	1	1	1	0	1	9	81,82
11	1	1	1	1	0	1	1	1	1	0	1	9	81,82
12	1	1	1	0	0	1	1	1	1	0	1	8	72,73
13	1	1	0	1	1	1	1	1	0	1	1	9	81,82
14	1	1	1	1	1	1	1	0	0	0	1	8	72,73
15	1	1	1	1	1	1	1	0	1	0	1	9	81,82
16	1	1	0	1	1	0	1	1	0	1	1	8	72,73
17	1	1	1	1	1	1	1	1	1	0	1	10	90,91
18	1	1	0	1	1	1	0	0	1	0	1	7	63,64
19	1	1	0	1	1	1	1	1	1	1	0	9	81,82
20	1	1	1	1	1	1	1	1	1	0	1	10	90,91
21	1	1	1	1	1	1	1	1	1	1	1	11	100,00
22	1	1	1	1	1	1	0	1	1	0	1	9	81,82
23	1	1	1	1	1	1	1	1	1	0	1	10	90,91
24	1	1	1	1	1	1	1	1	1	1	1	11	100,00
25	1	1	1	1	1	1	1	1	1	1	1	11	100,00
26	1	1	1	1	0	1	1	1	1	0	1	9	81,82
27	1	1	1	1	1	1	1	1	1	0	1	10	90,91
28	1	1	1	1	1	1	1	1	1	1	1	11	100,00
29	1	1	1	1	1	1	1	1	1	0	1	10	90,91
30	1	0	1	1	1	1	1	1	1	0	1	9	81,82

Appendix 18. Data of Posttest of Psychomotor Domain on Control Group

NO	A	B	C	D	E	JML	NILAI
1	2	2	2	2	2	10	100
2	2	2	2	2	2	10	100
3	2	2	2	2	1	9	90
4	2	2	2	2	1	9	90
5	2	2	2	2	2	10	100
6	2	1	2	2	1	8	80
7	1	2	2	2	1	8	80
8	2	0	0	1	1	4	40
9	2	2	2	2	1	9	90
10	2	2	1	2	1	8	80
11	2	2	2	2	1	9	90
12	2	2	2	2	1	9	90
13	2	2	2	2	1	9	90
14	2	2	1	2	2	9	90
15	2	2	2	2	1	9	90
16	2	2	1	1	2	8	80
17	2	0	0	2	2	6	60
18	2	2	1	1	2	8	80
19	2	2	1	2	2	9	90
20	2	2	2	2	2	10	100
21	2	2	2	2	1	9	90
22	2	2	2	2	1	9	90
23	2	2	2	2	2	10	100
24	2	0	0	2	2	6	60
25	2	1	2	2	2	9	90
26	2	2	1	1	2	8	80
27	2	2	2	2	1	9	90
28	2	2	2	2	1	9	90
29	2	2	2	2	2	10	100
30	2	2	2	2	1	9	90

Appendix 19. Learning Outcomes of Control Group (X AK I)

NO. ABSEN	PRETEST				POSTTEST			
	KOGNIT IF	AFEKTI F	PSIKOM OTOR	RATA-RATA	KOGNIT IF	AFEKTI F	PSIKOM OTOR	RATA-RATA
1	90,91	100,00	80	90,30	81,82	91,67	100	91,16
2	100,00	66,67	90	85,56	90,91	75,00	100	88,64
3	90,91	91,67	90	90,86	81,82	83,33	90	85,05
4	90,91	100,00	70	86,97	72,73	75,00	90	79,24
5	72,73	100,00	80	84,24	72,73	75,00	100	82,58
6	100,00	58,33	50	69,44	90,91	100,00	80	90,30
7	90,91	83,33	60	78,08	81,82	75,00	80	78,94
8	90,91	100,00	50	80,30	81,82	75,00	40	65,61
9	90,91	66,67	50	69,19	81,82	91,67	90	87,83
10	90,91	75,00	90	85,30	81,82	83,33	80	81,72
11	90,91	75,00	70	78,64	81,82	91,67	90	87,83
12	81,82	66,67	80	76,16	72,73	83,33	90	82,02
13	72,73	100,00	60	77,58	81,82	83,33	90	85,05
14	54,55	83,33	60	65,96	72,73	41,67	90	68,13
15	63,64	91,67	80	78,43	81,82	100,00	90	90,61
16	72,73	75,00	60	69,24	72,73	66,67	80	73,13
17	100,00	83,33	60	81,11	90,91	83,33	60	78,08
18	100,00	66,67	60	75,56	63,64	66,67	80	70,10
19	72,73	83,33	40	65,35	81,82	75,00	90	82,27
20	100,00	75,00	50	75,00	90,91	83,33	100	91,41
21	90,91	58,33	70	73,08	100,00	66,67	90	85,56
22	90,91	58,33	60	69,75	81,82	91,67	90	87,83
23	72,73	50,00	60	60,91	90,91	83,33	100	91,41
24	90,91	66,67	30	62,53	100,00	91,67	60	83,89
25	90,91	66,67	50	69,19	100,00	91,67	90	93,89
26	90,91	75,00	70	78,64	81,82	91,67	80	84,49
27	90,91	91,67	40	74,19	90,91	100,00	90	93,64
28	90,91	58,33	90	79,75	100,00	75,00	90	88,33
29	90,91	83,33	80	84,75	90,91	83,33	100	91,41
30	90,91	83,33	60	78,08	81,82	91,67	90	87,83
RATA-RATA	86,97	77,78	64,67	76,47	84,24	82,22	86,33	84,27

Appendix 20. Learning Outcomes of Experimental Group (X AK III)

NO. ABSEN	PRETEST				POSTTEST			
	KOG NTIF	AFEK TIF	PSIK OMO TOR	RATA - RATA	KOG NTIF	AFEK TIF	PSIK OMO TOR	RATA - RATA
1	90,91	83,33	70	81,41	100,00	91,67	90	93,89
2	72,73	100,00	80	84,24	90,91	83,33	90	88,08
3	81,82	75,00	90	82,27	81,82	91,67	90	87,83
4	100,00	75,00	70	81,67	90,91	83,33	80	84,75
5	72,73	83,33	70	75,35	81,82	91,67	90	87,83
6	54,55	58,33	70	60,96	72,73	75,00	100	82,58
7	81,82	75,00	90	82,27	90,91	100,00	100	96,97
8	100,00	75,00	80	85,00	100,00	83,33	90	91,11
9	90,91	91,67	80	87,53	90,91	91,67	90	90,86
10	72,73	75,00	70	72,58	90,91	83,33	90	88,08
11	81,82	83,33	80	81,72	90,91	83,33	90	88,08
12	81,82	83,33	90	85,05	72,73	91,67	70	78,13
13	36,36	50,00	30	38,79	81,82	66,67	90	79,49
14	90,91	91,67	40	74,19	100,00	91,67	90	93,89
15	45,45	66,67	50	54,04	90,91	91,67	100	94,19
16	63,64	91,67	50	68,43	72,73	91,67	80	81,46
17	72,73	66,67	50	63,13	90,91	83,33	90	88,08
18	81,82	58,33	80	73,38	90,91	83,33	90	88,08
19	81,82	91,67	40	71,16	100,00	91,67	90	93,89
20	90,91	83,33	60	78,08	100,00	83,33	100	94,44
21	54,55	58,33	50	54,29	90,91	83,33	100	91,41
22	63,64	83,33	60	68,99	90,91	83,33	100	91,41
23	63,64	75,00	50	62,88	81,82	100,00	90	90,61
24	90,91	75,00	30	65,30	100,00	83,33	90	91,11
25	81,82	75,00	70	75,61	100,00	83,33	90	91,11
26	81,82	75,00	70	75,61	90,91	91,67	100	94,19
27	81,82	75,00	40	65,61	72,73	91,67	90	84,80
28	63,64	83,33	70	72,32	100,00	100,00	90	96,67
29	81,82	91,67	70	81,16	72,73	91,67	90	84,80
30	72,73	100,00	50	74,24	90,91	75,00	90	85,30
31	90,91	75,00	90	85,30	72,73	100,00	90	87,58
32	72,73	50,00	60	60,91	90,91	100,00	90	93,64
RATA- RATA	76,42	77,34	64,06	72,61	88,64	88,02	90,94	89,20

Appendix 21. Identity Style of Control Group

NO ABSE	IDENTITY STYLE																												IS	NS	DAS
	INFORMATIONAL							NORMATIVE STYLE							DIFFUSE-AVOIDANT STYLE																
	1	2	3	4	5	6	7	10	12	13	14	15	16	18	19	20	21*	22*	23*	24*	25*	26	27*	28							
N	1	4	4	4	3	2	3	2	4	4	3	3	4	3	3	4	3	4	3	4	4	2	4	4	3	32,50	33,75	35,00	35,00	33,75	
1	4	4	4	4	3	3	4	3	4	4	3	4	4	4	4	3	1	2	1	1	1	4	1	4	36,25	37,50	18,75	37,50	18,75		
2	4	4	4	3	3	3	4	4	4	4	3	4	4	3	3	4	4	3	3	4	4	3	4	3	35,00	36,25	35,00	36,25	35,00		
3	4	4	3	2	4	3	4	3	4	4	3	4	3	3	3	3	1	2	3	1	3	4	2	3	33,75	32,50	23,75	32,50	23,75		
4	4	4	3	4	2	3	4	4	3	3	3	4	3	3	3	3	3	3	4	2	3	4	4	3	33,75	31,25	32,50	31,25	32,50		
5	4	3	4	2	3	4	4	3	3	3	3	4	3	3	3	3	3	3	4	2	3	4	4	3	33,75	36,25	18,75	36,25	18,75		
6	4	4	2	3	4	3	4	4	4	4	4	4	4	3	3	4	3	2	2	1	1	3	2	3	35,00	36,25	18,75	36,25	18,75		
7	4	4	3	3	2	3	3	4	4	4	3	4	3	3	3	3	4	3	3	4	3	3	4	3	32,50	32,50	33,75	32,50	33,75		
8	4	4	3	3	4	4	3	4	4	4	4	4	3	3	4	3	4	4	4	4	4	3	4	3	36,25	36,25	37,50	36,25	37,50		
9	3	4	4	3	4	4	4	3	3	4	3	3	4	3	4	2	4	3	4	3	4	3	3	3	36,25	32,50	33,75	32,50	33,75		
10	4	4	3	3	3	3	2	3	3	3	3	4	3	3	3	3	2	3	4	4	4	2	4	3	31,25	31,25	32,50	31,25	32,50		
11	4	3	3	2	4	3	3	3	3	4	2	4	3	2	3	3	3	3	4	4	4	3	4	2	31,25	30,00	33,75	30,00	33,75		
12	4	4	3	4	4	3	3	3	4	3	4	3	3	3	3	3	1	2	3	1	3	4	2	3	35,00	32,50	23,75	32,50	23,75		
13	3	4	3	2	3	4	3	3	3	3	4	3	3	4	3	3	2	2	2	1	2	3	2	2	31,25	32,50	20,00	32,50	20,00		
14	3	4	3	2	2	3	4	3	4	3	4	3	4	3	3	3	2	2	2	2	2	4	2	3	30,00	33,75	23,75	33,75	23,75		
15	4	4	3	3	3	3	4	3	3	4	4	4	4	4	3	4	2	4	3	3	3	3	4	4	33,75	35,00	33,75	35,00	33,75		
16	4	4	3	3	4	3	4	4	4	4	4	4	3	3	4	4	4	4	4	3	3	4	4	3	36,25	37,50	36,25	37,50	36,25		
17	4	4	3	3	3	3	3	3	3	4	2	3	2	3	4	2	4	3	3	4	2	4	4	3	32,50	30,00	33,75	30,00	33,75		
18	4	4	4	3	4	4	4	3	4	4	4	3	3	3	4	2	1	2	2	1	1	3	1	1	37,50	33,75	15,00	33,75	15,00		
19	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	2	3	1	1	1	1	4	1	4	38,75	37,50	20,00	37,50	20,00		

Appendix 22. Identity Style of Experimental Group

NO	ABSEN	IDENTITY STYLE																												IS	NS	DAS
		INFORMATIONAL							NORMATIVE STYLE							DIFFUSE-AVOIDANT STYLE																
		1	2	3	4	5	6	7	10	12	13	14	15	16	18	19	20	21*	22*	23*	24*	25*	26	27*	28							
1	4	4	4	3	3	4	4	4	4	3	4	4	3	3	3	3	3	1	1	1	1	1	4	1	3	37,50	32,50	16,25				
2	2	2	4	3	4	1	3	4	4	4	4	4	3	3	3	3	3	3	2	2	4	1	4	4	4	28,75	33,75	28,75				
3	4	4	3	3	2	4	4	4	4	4	4	4	3	4	3	4	3	1	1	1	1	1	4	2	2	35,00	36,25	16,25				
4	4	4	3	3	4	4	4	4	4	3	4	4	4	3	4	4	2	1	1	1	1	1	4	1	4	37,50	35,00	17,50				
5	4	3	3	1	3	3	3	3	3	4	3	3	3	4	2	4	3	3	4	4	2	2	4	3	3	28,75	32,50	31,25				
6	4	4	3	3	3	2	3	3	3	4	3	4	4	3	3	3	3	2	1	2	1	2	3	2	3	31,25	33,75	20,00				
7	4	3	3	3	3	2	3	3	3	2	3	4	2	3	3	3	3	2	2	4	3	4	3	4	3	30,00	28,75	31,25				
8	4	4	3	3	3	3	3	3	3	4	4	4	3	3	3	3	3	1	3	2	1	1	4	1	3	32,50	33,75	20,00				
9	4	4	3	3	2	3	4	3	4	3	2	3	3	3	4	3	4	3	4	3	2	4	4	3	3	32,50	31,25	33,75				
10	4	3	4	3	4	4	2	4	4	4	4	4	3	3	3	3	3	3	4	2	4	3	4	4	3	35,00	33,75	33,75				
11	3	4	4	2	3	3	2	3	2	3	4	3	3	2	3	2	4	3	4	2	2	4	3	3	3	30,00	27,50	31,25				
12	4	3	2	3	4	3	3	3	3	2	3	3	3	4	4	3	4	4	2	2	1	2	4	1	2	31,25	32,50	22,50				
13	2	3	4	2	2	3	4	3	3	3	4	2	3	4	2	4	3	2	2	4	3	4	2	3	4	28,75	31,25	30,00				
14	4	4	3	3	3	4	4	3	4	4	3	4	3	3	3	3	3	1	1	1	1	2	4	1	3	35,00	33,75	17,50				
15	4	4	3	3	4	3	4	4	4	4	4	2	3	4	4	4	2	1	2	1	1	1	4	1	3	36,25	33,75	17,50				
16	4	4	3	2	3	3	2	3	3	3	4	4	3	4	3	3	2	1	3	2	1	1	3	1	3	30,00	32,50	18,75				
17	4	4	3	3	3	3	4	3	4	3	2	3	3	4	3	3	3	2	2	2	1	2	3	2	3	33,75	31,25	21,25				
18	2	4	3	3	3	2	4	3	4	3	3	3	3	2	3	3	3	1	4	2	4	4	4	4	2	30,00	30,00	31,25				
19	3	4	4	3	2	3	3	3	3	3	4	4	3	3	4	2	2	2	2	1	1	2	4	1	2	31,25	32,50	18,75				

20	4	4	3	3	4	3	4	3	4	3	4	4	4	2	4	3	3	4	2	1	1	1	1	4	1	1	35,00	32,50	13,75
21	2	3	4	1	2	2	3	2	1	1	1	1	1	2	2	2	3	2	1	2	3	2	3	2	3	1	23,75	16,25	22,50
22	4	3	3	2	3	3	4	3	2	4	3	3	3	3	3	4	3	3	3	4	3	4	4	2	3	31,25	31,25	33,75	
23	3	4	3	3	2	3	4	3	3	4	4	4	4	3	2	1	1	1	1	1	1	2	3	1	3	31,25	32,50	16,25	
24	3	4	3	3	4	3	2	3	4	4	4	4	3	4	2	3	4	2	4	3	4	3	4	2	4	31,25	32,50	33,75	
25	3	4	4	3	4	3	3	3	3	3	4	4	4	3	4	3	4	3	4	2	0	1	2	2	1	2	33,75	35,00	13,75
26	4	4	3	3	3	2	4	4	3	4	4	4	4	3	3	3	3	3	2	2	2	1	2	3	2	2	33,75	32,50	20,00
27	4	4	3	3	3	4	4	3	4	3	4	4	3	4	4	3	4	3	1	2	2	1	2	3	2	3	35,00	36,25	20,00
28	4	4	3	3	4	3	4	4	4	4	4	4	4	4	4	3	3	2	1	2	1	1	4	1	3	36,25	33,75	17,50	
29	4	3	3	3	3	3	3	3	3	4	3	4	3	4	2	3	3	2	1	2	2	2	3	1	2	31,25	28,75	18,75	
30	3	4	2	3	3	3	4	3	4	4	4	4	3	3	3	2	3	3	4	3	3	4	2	3	4	3	31,25	31,25	32,50
31	4	3	3	3	3	3	4	3	4	4	4	4	4	4	3	3	3	3	1	2	2	1	2	3	2	2	32,50	33,75	18,75
32	3	3	3	3	3	4	3	3	4	3	4	3	4	3	4	3	2	3	2	1	2	2	1	3	2	3	31,25	30,00	18,75

Appendix 23. Calculation of Interval Class

1. Kelas Eksperimen

a. Hasil Belajar

$$\begin{aligned}
 \text{Kelas} &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log 32 \\
 &= 1 + 3,3 (1,50515) \\
 &= 1 + 4,966995 \\
 &= 5,966995 \\
 &= 6
 \end{aligned}$$

Diketahui bahwa banyaknya kelas untuk hasil belajar adalah 6, dimana jumlah sampel untuk kelompok eksperimen adalah 32 peserta didik. Sedangkan range dan interval masing-masing variabel berbeda-beda tergantung pada tinggi rendahnya nilai yang diperoleh. Adapun range dan interval untuk kelompok eksperimen sebagai berikut:

$$\begin{aligned}
 \text{Range} &= \text{Nilai tertinggi} - \text{Nilai Terendah} \\
 &= 96,97 - 38,79 \\
 &= 58,18
 \end{aligned}$$

$$\begin{aligned}
 \text{Interval} &= \frac{\text{Range}}{\text{Kelas}} \\
 &= \frac{58,18}{6} \\
 &= 9,696667 \\
 &= 10
 \end{aligned}$$

b. Identity Style

Diketahui jumlah sampel untuk variabel *Identity Style* pada kelompok eksperimen. Dikarenakan variabel ini memiliki 3 jenis, maka sampel dalam variabel ini dikelompokkan berdasarkan jenis variabel yang ada, yaitu *Informational Style*, *Normative Style* dan *Diffuse-Avoidant Style*.

2. Kelas Kontrol

a. Hasil Belajar

$$\begin{aligned}
 \text{Kelas} &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log 30 \\
 &= 1 + 3,3 (1,477121) \\
 &= 1 + 4,8745 \\
 &= 5,8745 \\
 &= 6
 \end{aligned}$$

Diketahui bahwa banyaknya kelas untuk hasil belajar adalah 6, dimana jumlah sampel untuk kelompok eksperimen adalah 30 peserta didik. Sedangkan range dan interval masing-masing variabel berbeda-beda tergantung pada tinggi rendahnya nilai yang diperoleh. Adapun range dan interval untuk kelompok eksperimen sebagai berikut:

$$\begin{aligned}
 \text{Range} &= \text{Nilai tertinggi} - \text{Nilai Terendah} \\
 &= 93,86 - 60,91 \\
 &= 32,98
 \end{aligned}$$

$$\begin{aligned}
 \text{Interval} &= \frac{\text{Range}}{\text{Kelas}} \\
 &= \frac{32,98}{6} \\
 &= 5,496667 \\
 &= 6
 \end{aligned}$$

b. Identity Style

Diketahui jumlah sampel untuk variabel *Identity Style* pada kelompok eksperimen. Dikarenakan variabel ini memiliki 3 jenis, maka sampel dalam variabel ini dikelompokkan berdasarkan jenis variabel yang ada, yaitu *Informational Style*, *Normative Style* dan *Diffuse-Avoidant Style*.

Appendix 24. Frequency Table

PRETEST KELOMPOK EKSPERIMEN

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 38,79	1	3,1	3,1	3,1
54,04	1	3,1	3,1	6,3
54,29	1	3,1	3,1	9,4
60,91	1	3,1	3,1	12,5
60,96	1	3,1	3,1	15,6
62,88	1	3,1	3,1	18,8
63,13	1	3,1	3,1	21,9
65,30	1	3,1	3,1	25,0
65,61	1	3,1	3,1	28,1
68,43	1	3,1	3,1	31,3
68,99	1	3,1	3,1	34,4
71,16	1	3,1	3,1	37,5
72,32	1	3,1	3,1	40,6
72,58	1	3,1	3,1	43,8
73,38	1	3,1	3,1	46,9
74,19	1	3,1	3,1	50,0
74,24	1	3,1	3,1	53,1
75,35	1	3,1	3,1	56,3
75,61	2	6,3	6,3	62,5
78,08	1	3,1	3,1	65,6
81,16	1	3,1	3,1	68,8
81,41	1	3,1	3,1	71,9
81,67	1	3,1	3,1	75,0
81,72	1	3,1	3,1	78,1
82,27	2	6,3	6,3	84,4
84,24	1	3,1	3,1	87,5
85,00	1	3,1	3,1	90,6
85,05	1	3,1	3,1	93,8
85,30	1	3,1	3,1	96,9
87,53	1	3,1	3,1	100,0
Total	32	100,0	100,0	

POSTTEST KELOMPOK EKSPERIMEN

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 78,13	1	3,1	3,1	3,1
79,49	1	3,1	3,1	6,3
81,46	1	3,1	3,1	9,4
82,58	1	3,1	3,1	12,5
84,75	1	3,1	3,1	15,6
84,80	2	6,3	6,3	21,9
85,30	1	3,1	3,1	25,0
87,58	1	3,1	3,1	28,1
87,83	2	6,3	6,3	34,4
88,08	5	15,6	15,6	50,0
90,61	1	3,1	3,1	53,1
90,86	1	3,1	3,1	56,3
91,11	3	9,4	9,4	65,6
91,41	2	6,3	6,3	71,9
93,64	1	3,1	3,1	75,0
93,89	3	9,4	9,4	84,4
94,19	2	6,3	6,3	90,6
94,44	1	3,1	3,1	93,8
96,67	1	3,1	3,1	96,9
96,97	1	3,1	3,1	100,0
Total	32	100,0	100,0	

PRETEST KELOMPOK KONTROL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60,91	1	3,1	3,3	3,3
	62,53	1	3,1	3,3	6,7
	65,35	1	3,1	3,3	10,0
	65,96	1	3,1	3,3	13,3
	69,19	2	6,3	6,7	20,0
	69,24	1	3,1	3,3	23,3
	69,44	1	3,1	3,3	26,7
	69,75	1	3,1	3,3	30,0
	73,08	1	3,1	3,3	33,3
	74,19	1	3,1	3,3	36,7
	75,00	1	3,1	3,3	40,0
	75,56	1	3,1	3,3	43,3
	76,16	1	3,1	3,3	46,7
	77,58	1	3,1	3,3	50,0
	78,08	2	6,3	6,7	56,7
	78,43	1	3,1	3,3	60,0
	78,64	2	6,3	6,7	66,7
	79,75	1	3,1	3,3	70,0
	80,30	1	3,1	3,3	73,3
	81,11	1	3,1	3,3	76,7
	84,24	1	3,1	3,3	80,0
	84,75	1	3,1	3,3	83,3
	85,30	1	3,1	3,3	86,7
	85,56	1	3,1	3,3	90,0
	86,97	1	3,1	3,3	93,3
	90,30	1	3,1	3,3	96,7
	90,86	1	3,1	3,3	100,0
	Total	30	93,8	100,0	
Missing	System	2	6,3		
Total		32	100,0		

POSTTEST KELOMPOK KONTROL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65,61	1	3,1	3,3	3,3
	68,13	1	3,1	3,3	6,7
	70,10	1	3,1	3,3	10,0
	73,13	1	3,1	3,3	13,3
	78,08	1	3,1	3,3	16,7
	78,94	1	3,1	3,3	20,0
	79,24	1	3,1	3,3	23,3
	81,72	1	3,1	3,3	26,7
	82,02	1	3,1	3,3	30,0
	82,27	1	3,1	3,3	33,3
	82,58	1	3,1	3,3	36,7
	83,89	1	3,1	3,3	40,0
	84,49	1	3,1	3,3	43,3
	85,05	2	6,3	6,7	50,0
	85,56	1	3,1	3,3	53,3
	87,83	4	12,5	13,3	66,7
	88,33	1	3,1	3,3	70,0
	88,64	1	3,1	3,3	73,3
	90,30	1	3,1	3,3	76,7
	90,61	1	3,1	3,3	80,0
	91,16	1	3,1	3,3	83,3
	91,41	3	9,4	10,0	93,3
	93,64	1	3,1	3,3	96,7
	93,89	1	3,1	3,3	100,0
Total		30	93,8	100,0	
Missing	System	2	6,3		
Total		32	100,0		

IDENTITY STYLE KELOMPOK EKSPERIMEN

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	12	19,4	37,5	37,5
2	13	21,0	40,6	78,1
3	7	11,3	21,9	100,0
Total	32	51,6	100,0	
Missing System	30	48,4		
Total	62	100,0		

IDENTITY STYLE KELOMPOK KONTROL

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	10	16,1	33,3	33,3
2	11	17,7	36,7	70,0
3	9	14,5	30,0	100,0
Total	30	48,4	100,0	
Missing System	32	51,6		
Total	62	100,0		

Appendix 25. Normality Test of Learning Outcomes and Identity Style

Normalitas Hasil Belajar

One-Sample Kolmogorov-Smirnov Test

		PRETEST KELOMPOK EKSPERIMEN	POSTTEST KELOMPOK EKSPERIMEN	PRETEST KELOMPOK KONTROL	POSTTEST KELOMPOK KONTROL
N		32	32	30	30
Normal Parameters ^{a, b}	Mean	72,6084	89,1981	76,4713	84,2660
	Std. Deviation	11,08211	4,79090	7,89572	7,40617
Most Extreme Differences	Absolute	,124	,118	,103	,151
	Positive	,095	,092	,103	,101
	Negative	-,124	-,118	-,089	-,151
Kolmogorov-Smirnov Z		,699	,666	,562	,830
Asymp. Sig. (2-tailed)		,713	,766	,910	,497

a. Test distribution is Normal.
b. Calculated from data.

Normalitas Identity Style

One-Sample Kolmogorov-Smirnov Test

		IDENTITY STYLE KELOMPOK EKSPERIMEN	IDENTITY STYLE KELOMPOK KONTROL
N		32	30
Normal Parameters ^{a, b}	Mean	1,84	1,97
	Std. Deviation	,767	,809
Most Extreme Differences	Absolute	,239	,217
	Positive	,239	,217
	Negative	-,206	-,199
Kolmogorov-Smirnov Z		1,355	1,190
Asymp. Sig. (2-tailed)		,051	,117

a. Test distribution is Normal.
b. Calculated from data.

Appendix 26. Homogeneity Test of Achievement Test and Identity Style

Homogenitas Hasil Belajar (pretest)

Test of Homogeneity of Variances

pretest

Levene Statistic	df1	df2	Sig.
2,251	1	60	,139

Homogenitas Hasil Belajar (posttest)

Test of Homogeneity of Variances

posttest

Levene Statistic	df1	df2	Sig.
3,606	1	60	,062

Homogenitas Identity Style

Test of Homogeneity of Variances

identity style

Levene Statistic	df1	df2	Sig.
,011	1	60	,919

Appendix 27. Two-Way ANOVA Test of Post-Pest

Tests of Between-Subjects Effects

Dependent Variable: posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	553,768 ^a	5	110,754	2,919	,021	,207
Intercept	448410,142	1	448410,142	11816,310	,000	,995
metode	402,742	1	402,742	10,613	,002	,159
identity	53,143	2	26,572	,700	,501	,024
metode * identity	110,820	2	55,410	1,460	,241	,050
Error	2125,111	56	37,948			
Total	469926,760	62				
Corrected Total	2678,879	61				

a. R Squared = ,207 (Adjusted R Squared = ,136)

Appendix 28. Differences of Learning Outcomes based on Identity Style

posttestTukey HSD^{a,b,c}

identity style	N	Subset
		1
normative style	24	85,7850
diffuse-avoidant style	16	86,4331
informational style	22	88,2068
Sig.		,432

Means for groups in homogeneous subsets are displayed.
 Based on observed means.
 The error term is Mean Square(Error) = 37,948.

a. Uses Harmonic Mean Sample Size = 20,051.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

c. Alpha = ,05.

Appendix 29. Questionnaire

ANGKET INSTRUMEN PENELITIAN

Kepada,

Adik-adik siswa kelas X Akuntansi II

SMK Negeri 1 Wonosobo

Assalaamu ‘Alaikum Wr. Wb.,

Disela-sela kegiatan sekolah, saya mengharap keikhlasan adik-adik untuk meluangkan waktu sebentar untuk mengisi angket yang disusun dalam rangka menyelesaikan Tugas Akhir Skripsi dengan judul:

“Effect of Cooperative Learning Method type Teams Games Tournament (TGT) with Identity Style as Moderating Variable to Improve Student's Learning Outcomes in Grade X Accounting Study Program SMK Negeri 1 Wonosobo Academic Year of 2014/2015”

Berkenaan dengan hal tersebut, saya mohon bantuan adik-adik untuk memberikan jawaban atas pertanyaan yang terdapat dalam angket ini dengan baik.

Atas perhatian adik-adik, saya ucapkan terima kasih.

Wonosobo, 9 April 2015

Peneliti,

Puput Wulan Sari

ANGKET *IDENTITY STYLE* SISWA

Petunjuk pengisian angket:

1. Tulislah identitas Anda dengan benar!
2. Perhatikan setiap pernyataan dengan seksama!
3. Jawablah sesuai dengan kondisi Anda saat ini!
4. Jawablah dengan memilih salah satu dari empat alternatif jawaban kemudian berilah tanda cek (√) pada jawaban Anda!
5. Angket ini digunakan untuk mengetahui jenis *Identitas Style* dan ada tidaknya pengaruh terhadap penerapan metode pembelajaran yang diterapkan Guru sehingga berdampak terhadap hasil belajar.

Nama :

No. Absen :

Jenis Kelamin : Laki-Laki ☐ Perempuan ☐

Alternatif Jawaban :

Pertanyaan Positif		Pertanyaan Negatif	
Jawaban	Skor	Jawaban	Skor
Sangat Setuju	4	Sangat Setuju	1
Setuju	3	Setuju	2
Tidak Setuju	2	Tidak Setuju	3
Sangat tidak Setuju	1	Sangat tidak Setuju	4

No.	Indikator	Pilihan Jawaban			
		(4)	(3)	(2)	(1)
1	Saya merencanakan kehidupan saya di masa yang akan datang.				
2	Saya mempelajari ilmu dari agama yang saya anut.				
3	Saya menilai suatu keadaan dari berbagai sudut pandang.				
4	Saya peduli dengan masalah politik.				
5	Saya menerapkan nilai-nilai yang ada dalam masyarakat dalam kehidupan sehari-hari.				
6	Saya menyelesaikan semua masalah yang saya hadapi.				
7	Saya menanyakan informasi yang saya				

No.	Indikator	Pilihan Jawaban			
		(4)	(3)	(2)	(1)
	butuhkan kepada orang yang lebih tahu.				
8	Saya menganggap masalah yang saya hadapi sebagai suatu tantangan.				
9	Saya berusaha untuk mewujudkan cita-cita yang saya miliki.				
10	Saya bertanggungjawab terhadap kehidupan saya sepenuhnya.				
11	Saya mencari tahu mengenai informasi yang saya butuhkan.				
12	Saya mengikuti orang tua saya dalam menganut agama.				
13	Selalu memiliki tujuan dalam hidup saya.				
14	Saya yakin dengan agama yang saya anut.				
15	Saya senang apabila dikenal banyak pihak di sekolah.				
16	Saya mencoba untuk berpegang teguh pada prinsip yang saya miliki daripada membuka pandangan baru.				
17	Saya menggunakan nilai-nilai yang ada di masyarakat sebagai acuan dalam melakukan sesuatu.				
18	Saya menggunakan nilai-nilai yang ada di masyarakat dalam menyelesaikan suatu masalah.				
19	Saya percaya terhadap norma sosial di lingkungan tempat tinggal saya.				
20	Saya percaya pada saran dari orang yang memiliki nama di masyarakat.				
21	Saya tidak yakin dengan sekolah yang saya tempuh.				
22	Saya tidak yakin bahwa nilai-nilai bisa membuat suatu kemajuan.				
23	Saya tidak menghiraukan masalah pribadi.				
24	Saya tidak memikirkan masa depan.				
25	Saya tidak bisa membuat keputusan.				
26	Saya menikmati kehidupan yang saya miliki.				
27	Saya tidak menyelesaikan masalah yang ada.				
28	Saya menghindari masalah orang lain yang membuat saya berfikir.				
29	Saya melupakan masalah yang ada, dan percaya bahwa semua akan berjalan dengan				

No.	Indikator	Pilihan Jawaban			
		(4)	(3)	(2)	(1)
	semestinya.				
30	Saya menghindari situasi yang membuat stress.				

Appendix 30. Syllabus

SILABUS MATA PELAJARAN: PENGANTAR KEUANGAN DAN AKUNTANSI

Satuan Pendidikan : SMK
 Kelas /Semester : X / 1 & 2
 Kompetensi Inti:

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya.
 KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
 KI 3: Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, dan rasa prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah
 KI 4: Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik di bawah pengawasan langsung

	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri karunia Tuhan Yang Maha Esa, atas keteraturan yang salah satunya melalui pengembangan berbagai keterampilan dalam keuangan dan akuntansi	Nilai waktu dari uang	Mengamati <ul style="list-style-type: none"> Diberikan ilustrasi/tayangan/gambar tentang nilai waktu dari uang Mempelajari berbagai sumber bacaan terkait materi nilai waktu dari uang Diskusi kelas dari sebuah studi kasus Diskusi kelompok untuk menyelesaikan studi kasus Mengerjakan tugas individu Menanya <ul style="list-style-type: none"> berdiskusi untuk mendapatkan klarifikasi tentang nilai waktu 	Tugas <ul style="list-style-type: none"> diskusi kelompok membuat notula merangkum hasil diskusi studi kasus kelompok tugas individu Observasi <ul style="list-style-type: none"> Ceklist lembar 	14 Jp	
1.2. Menyadari kebesaran Tuhan Yang Maha Esa yang menciptakan pengetahuan yang salah satunya keteraturan melalui pengembangan berbagai keterampilan dalam keuangan dan akuntansi					

<p>2.1. Menunjukkan perilaku ilmiah (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong) dalam melakukan pembelajaran sehingga menjadi motivasi internal dalam pembelajaran keuangan dan akuntansi</p> <p>2.2. Menghargai kerja individu dan kelompok dalam pembelajaran sehari-hari sebagai wujud implementasi sikap proaktif dalam melakukan kegiatan pengelolaan keuangan</p>		<p>dari uang</p> <p>Mengexplorasi</p> <ul style="list-style-type: none"> • mengumpulkan berbagai informasi tentang nilai waktu dari uang <p>Asosiasi</p> <ul style="list-style-type: none"> • menguraikan kembali informasi yang diperoleh tentang nilai waktu dari uang • menyimpulkan dari keseluruhan materi • menganalisis informasi dan data-data yang diperoleh tentang nilai waktu dari uang <p>Komunikasi</p> <ul style="list-style-type: none"> • memberikan pendapat, masukan, tanya jawab selama diskusi • menjelaskan / mempresentasikan hasil diskusi/praktek dalam bentuk tulisan 	<p>pengamatan kegiatan diskusi kelompok</p> <ul style="list-style-type: none"> • Cek list lembar pengamatan tugas individu <p>Portofolio</p> <ul style="list-style-type: none"> • Laporan tertulis kelompok • Laporan tertulis individu <p>Tes</p> <ul style="list-style-type: none"> • Tes tertulis bentuk uraian dan atau studi kasus 	
<p>3.1. Menjelaskan nilai waktu dari uang</p>				
<p>4.1. Menghitung nilai uang sekarang dan nilai uang masa depan</p>				

Appendix 31. Lesson Plan of Experimental Group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) Metode Teams Games Tournament (TGT)

Satuan Pendidikan	: SMK
Nama Sekolah	: SMK NEGERI 1 WONOSOBO
Mata Pelajaran	: Pengantar keuangan dan Akuntansi
Kelas/Semester	: XI / Ganjil
Materi Pokok/ Tema/ Topik	: Payback Period dan Net Present Value (NPV)
Alokasi Waktu	: 2 x 45menit (90 menit)
Jumlah Pertemuan	: 1 (satu)
Pertemuan ke	: 1 (satu)

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku disiplin, tanggungjawab, peduli (kerjasama, toleran) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidangkerja yang spesifik untuk memecahkan masalah.
4. Mengolah, menyaji, dan menalar dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, dan mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Kompetensi Dasar

- 1.1.Mensyukuri karunia Tuhan Yang Maha Esa, atas keteraturan yang salah satunya melalui pengembangan berbagai keterampilan dalam keuangan dan akuntansi.
- 1.2.Menyadari kebesaran Tuhan Yang Maha Esa yang menciptakan pengetahuan yang salah satunya keteraturan melalui pengembangan berbagai keterampilan dalam keuangan dan akuntansi.
- 2.1.Mengembangkan perilaku ilmiah (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong) dalam melakukan pembelajaran sehingga menjadi motivasi internal dalam pembelajaran keuangan dan akuntansi.
- 2.2.Menghargai kerja individu dan kelompok dalam pembelajaran sehari-hari sebagai wujud implementasi sikap proaktif dalam melakukan kegiatan pengelolaan keuangan.
- 3.1.Menjelaskan nilai waktu dan uang.
4. 1Menghitung nilai uang sekarang dan nilai uang masa depan.

C. Indikator Pencapaian Kompetensi

1. Terlihat aktif dalam pembelajaran Payback Period dan Net Present Value (NPV).
2. Toleran terhadap pemecahan masalah Payback Period dan Net Present Value (NPV) yang berbeda dan kreatif.
3. Mampu menjelaskan perhitungan nilai Payback Period dan Net Present Value (NPV).
4. Mampu menghitung nilai Payback Period dan Net Present Value (NPV).

D. Tujuan Pembelajaran

Setelah mengikuti pembelajaran peserta didik dapat :

1. Aktif dalam pembelajaran Payback Period dan Net Present Value (NPV).
2. Toleran terhadap proses pemecahan masalah Payback Period dan Net Present Value (NPV) yang berbeda dan aktif.
3. Menjelaskan perhitungan nilai Payback Period dan Net Present Value (NPV).
4. Menghitung nilai Payback Period dan Net Present Value (NPV).

E. Materi Pembelajaran

1. Payback Period

Payback period adalah periode yang diperlukan untuk dapat menutup kembali pengeluaran investasi yang menggunakan aliran cash netto/proceed. Waktu yang diperlukan agar dana yang ditanam pada suatu investasi dapat diperoleh kembali seluruhnya.

Rumus yang dapat adalah sebagai berikut:

$$PaybackPeriod = \frac{Outlay \times 1 \text{ tahun}}{Proceed}$$

Dimana:

Outlay = Jumlah uang yang dikeluarkan atau investasi

Proceed = Jumlah uang yang diterima

Apabila periode “payback” kurang dari suatu periode yang telah ditentukan, proyek tersebut diterima, apabila tidak, proyek tersebut ditolak. Apabila investor dihadapkan pada dua pilihan investasi, maka pilih payback period yang paling kecil.

Keuntungan yang dimiliki Payback Period adalah sebagai berikut:

- a. Mudah dihitung dan dimengerti.
- b. Payback period juga mempertimbangkan faktor “timing” atau saat penerimaan cash inflow, dan dengan demikian faktor waktu dari uang yang akan diterima.

- c. Payback period memberikan informasi mengenai informasi mengenai risiko dan likuiditas proyek. Proyek yang paycabk periodnya pendek memiliki risiko yang lebih kecil dan likuiditasnya yang lebih pendek.

Sedangkan kelemahan dari payback Period adalah sebagai berikut:

- Mengabaikan nilai waktu uang.
- Mengabaikan arus kas setelah payback period, karena hanya mengukur kecepatan kembalinya dana.

Contoh 1:

PD. Semakin Jaya melakukan investasi sebesar \$45.000, jumlah proceed per tahun adalah \$ 22.500, maka Payback Periodnya adalah:

Jawab:

$$\text{Payback Period} = \frac{45.000 \times 1 \text{ tahun}}{22.500} = 2 \text{ tahun}$$

Nilai Payback Period adalah 2 tahun. Artinya dana yang tertanam dalam aktiva sebesar \$45.000 akan dapat diperoleh kembali dalam jangka waktu 2 tahun.

Latihan 1:

PT. Jaya Mandiri melakukan investasi sebesar \$ 100.000 pada aktiva tetap, dengan proceed sebagai berikut:

Tahun	Proceed
1	\$.50.000.-
2	\$.40.000.-
3	\$.30.000.-
4	\$.20.000.-

Berapakah nilai Payback Period-nya?

Jawab:

Payback Periodnya adalah sebagai berikut:

Tahun	Proceed	Investasi	Sisa
0		100.000	
1	50.000		50.000
2	40.000		10.000
3	30.000		$\frac{10.000}{30.000} \times 12 \text{ bulan} = 4 \text{ bulan}$
4	20.000		

Nilai Payback Period adalah 2 tahun 4 bulan. Artinya dana yang tertanam dalam aktiva sebesar \$ 100.000 akan dapat diperoleh kembali dalam jangka waktu 2 tahun 4 bulan.

2. Net Present Value (NPV)

Net Present Value (NPV) adalah selisih Present Value dari keseluruhan Proceed dengan Present Value dari keseluruhan investasi. Arus kas dapat berupa pengeluaran-pengeluaran (cash outflows) dan penerimaan (cash inflows). Cash inflows diberi tanda - (negatif) dan cash outflows diberi tanda + (positif). Kriteria penerimaan: NPV nol atau positif, yang berarti present value dari arus kas masuk sama dengan atau lebih besar dari present value dari arus kas keluar.

NPV sebesar nol menunjukkan bahwa arus kas proyek tepat cukup untuk:

- Membayar kembali modal yang diinvestasikan.
- Menyediakan tingkat keuntungan yang diisyaratkan pada modal (biaya modal proyek).

Jika NPV adalah positif, arus kas proyek menghasilkan suatu “ sisa keuntungan” atau excess return yang akan dinikmati oleh para pemegang saham (pemilik) perusahaan). Jadi jika perusahaan mengambil proyek dengan NPV positif, nilai perusahaan (harga saham) akan naik yang berarti kesejahteraan pemegang saham (wealth of stockholders) naik. Jika perusahaan mengambil proyek hanya dengan NPV = 0, harga saham tidak berubah karena proyek hanya menghasilkan keuntungan sebesar yang diisyaratkan. Metode NPV ini dipandang sebagai pengukur profitabilitas

suatu proyek yang terbaik karena metode ini memfokuskan pada kontribusi proyek kepada kemakmuran pemegang saham.

Rumus yang dapat digunakan adalah sebagai berikut:

$$NPV = \sum_i^n \frac{CF}{(1+i)^n} - I_0$$

Dimana:

CF = Cashflow/ Proceeds/ jumlah uang yang diterima

i = Tingkat Bunga

n = Periode Waktu

I_0 = Nilai Investasi awal (tahun 0)

Contoh 2:

PD. Maju Jaya melakukan investasi sebesar Rp45.000,00. Proceed adalah selama tiga tahun adalah Rp22.500,00. Tingkat suku bunga 10%, maka Net Present Valuenya adalah:

Jawab:

$$\begin{aligned} NPV &= \left(\frac{22.500}{(1+10\%)^1} + \frac{22.500}{(1+10\%)^2} + \frac{22.500}{(1+10\%)^3} \right) - 45.000 \\ &= (20.454,55 + 18.595,04 + 16.904,58) - 45.000 \\ &= 55.954,17 - 45.000 \\ &= 10.954,17 \end{aligned}$$

PD. Maju Jaya memiliki nilai NPV positif, yaitu Rp10.954,17, maka investasi diterima.

Latihan 2:

PT. Satria memiliki melakukan investasi dengan suku bunga 10% dan proyeksi penerimaan sebagai berikut:

Tahun 1	Rp 60.000.000,-
Tahun 2	Rp 50.000.000,-
Tahun 3	Rp 40.000.000,-
Tahun 4	Rp 30.000.000,-

Tahun 5 Rp 20.000.000,-

Tahun 6 Rp 10.000.000,-

Jawab:

Tahun	Df (10%)	Proceeds	PV dari Proceeds
	1	2	1 x 2
1	0,9091	Rp 60.000,00	Rp 54.546,00
2	0,8264	Rp 50.000,00	Rp 41.320,00
3	0,7513	Rp 40.000,00	Rp 30.052,00
4	0,6830	Rp 30.000,00	Rp 20.490,00
5	0,6209	Rp 20.000,00	Rp 12.418,00
6	0,5645	Rp 10.000,00	Rp 5.645,00
PV Proceeds			Rp 164.471,00
PV outlays			Rp 120.000,00
NPV			Rp 44.471,00

Nilai NPV PD. Maju Jaya adalah sebesar Rp.44.471,00. Karena nilai ini positif, maka investasi diterima.

F. Pendekatan/ Model/ Metode Pembelajaran

1. Pendekatan : *Scientific Learning*
2. Model Pembelajaran : *Cooperative Learning*
3. Metode : *Teams Games Tournament (TGT)*

G. Media, Alat dan Sumber Belajar

1. Media : Buku
2. Alat : Papan Tulis dan Spidol
3. Sumber Belajar : Dina Novia P., (2011). *Capital Budgeting dalam Manajemen Keuangan*. Malang: Faculty of Agriculture, Universitas Brawijaya

H. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ol style="list-style-type: none"> 1. Mengucapkan salam, mengkondisikan kelas, memimpin doa, memeriksa kehadiran dan kesiapan siswa. 2. Memberi motivasi kepada siswa. 3. Melakukan apersepsi. 4. Menyampaikan Kompetensi Dasar dan Tujuan Pembelajaran yang akan dicapai. 5. Memberikan soal pretest. 	<ol style="list-style-type: none"> 1. Menjawab salam, menertibkan tempat duduk, berdoa, menjawab kehadirannya, dan mempersiapkan diri sendiri. 2. Termotivasi. 3. Memperhatikan guru. 4. Memperhatikan dan memahami apa yang disampaikan guru. 5. Mengerjakan pretest. 	20 menit
Inti	<ol style="list-style-type: none"> 1. Mengamati <ol style="list-style-type: none"> a. Meminta siswa untuk mengamati materi yang diberikan. b. Mengamati dan membimbing siswa. 2. Menanya <ol style="list-style-type: none"> a. Memberikan contoh soal dan latihan terkait Payback Period dan Net Present Value (NPV). b. Mengamati, membimbing dan menilai kegiatan siswa. 3. Mencoba/ Mengumpulkan Informasi <ol style="list-style-type: none"> a. Membentuk siswa 	<ol style="list-style-type: none"> 1. Mengamati <ol style="list-style-type: none"> a. Memperhatikan materi yang diberikan Guru. b. Menanyakan hal-hal yang belum jelas mengenai materi Payback Period dan Net Present Value (NPV). 2. Menanya Mengerjakan tugas secara individu. 3. Mencoba/ Mengumpulkan Informasi Menempatkan diri 	45 menit

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
	<p>dalam kelompok berdasarkan <i>Identity Style</i> yang berbeda dengan jumlah masing-masing kelompok 5 siswa dan diminta untuk mendiskusikan hal-hal yang belum dikuasai oleh anggota kelompok.</p> <p>b. Mengamati, membimbing dan menilai kegiatan siswa</p> <p>4. Mengasosiasi/ Menganalisis Informasi</p> <p>a. Menempatkan setiap anggota kelompok ke meja Games dan Tournament sesuai <i>Identity Style</i> yang dimiliki untuk mewakili kelompok asalnya.</p> <p>b. Mengarahkan siswa mengenai peraturan Games dan Tournament.</p> <p>c. Mengamati, membimbing dan menilai kegiatan siswa.</p> <p>5. Mengkomunikasikan Mengamati, membimbing dan menilai kegiatan siswa.</p>	<p>sesuai kelompok yang ditentukan guru dan mendiskusikan hal-hal yang belum dikuasai oleh anggota kelompok dan mencatatnya.</p> <p>4. Mengasosiasi/ Menganalisis Informasi Mengerjakan permasalahan yang diberikan dalam Games dan Tournament.</p> <p>5. Mengkomunikasikan Menyajikan analisis jawaban dari soal yang ia kerjakan.</p>	
Penutup	1. Mengevaluasi hasil penugasan berupa pemberian skor untuk	1. Salah satu anggota dari masing-masing kelompok yang	25 menit

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
	<p>masing-masing kelompok. Kelompok dengan skor tertinggi 1-3 diberikan piagam penghargaan.</p> <p>2. Mereview kembali materi yang telah disampaikan dan memberikan motivasi pada siswa untuk menggali materi lebih dalam.</p> <p>3. Memberikan <i>post test</i>.</p> <p>4. Menutup pelajaran dengan mengucapkan salam.</p>	<p>memiliki skor tertinggi 1-3 menerima piagam penghargaan.</p> <p>2. Memperhatikan review yang diberikan Guru.</p> <p>3. Mengerjakan posttest.</p> <p>4. Menjawab salam.</p>	

I. Penilaian Hasil Belajar :

1. Mekanisme dan Prosedur

Penilaian ini terdiri dari dua kelompok yaitu proses dan hasil. Penilaian proses dilakukan melalui observasi kemampuan afektif dan psikomotor siswa, dan hasil pekerjaan siswa dalam latihan individu dan Games dan Tournament. Sedangkan penilaian hasil dilakukan melalui pretest dan posttest.

2. Instrumen Penilaian : Lembar Observasi dan Pretest-Posttest

3. Aspek dan Teknik Penilaian

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian
1.	Sikap a. Kejujuran siswa dalam mengerjakan tugas yang diberikan. b. Kedisilinan siswa dalam mengerjakan tugas yang diberikan. c. Tanggung jawab siswa dalam mengerjakan tugas yang diberikan. d. Kepedulian siswa terhadap teman yang belum memahami materi. e. Kesantunan siswa terhadap guru. f. Keramahan siswa terhadap meja dan kursi yang digunakan selama pembelajaran. g. Jiwa gotong royong yang dimiliki siswa dalam menjaga kerapian meja dan kursi selama proses pembelajaran.	Pengamatan	Selama pembelajaran
2.	Pengetahuan a. Pengertian Payback Period dan Net Present Value (NPV). b. Kriteria penilaian hasil perhitungan Payback Period	Pretest dan Posttest	Hasil posttest yang diperoleh siswa

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian
	dan Net Present Value (NPV). c. Perhitungan Payback Period dan Net Present Value (NPV). d. Sebab-akibat dari suatu hasil perhitungan Payback Period dan Net Present Value (NPV).		
3.	Keterampilan a. Siswa memahami materi. b. Siswa menggali informasi yang belum ia ketahui. c. Siswa mengumpulkan informasi yang telah ia dapatkan. d. Siswa menganalisis informasi dan data yang telah ia dapatkan. e. Siswa mengkomunikasikan hasil analisis.	Pengamatan	Selama proses pembelajaran.

Pedoman Penilaian Pretest dan Posttest

$$\text{Skor} = \frac{\text{jmla} \square \text{ jawaban benar} \times 11}{100}$$

J. Lampiran Instrumen Penilaian Hasil Belajar

Soal Games dan Tournament I

Proyek senilai Rp 600.000.000,00 menghasilkan cashflow selama 4 tahun masing-masing Rp 150.000.000,00; Rp 200.000.000,00; Rp 250.000.000,00; dan Rp 300.000.000,00. Bila diinginkan keuntungan sebesar 15%, maka NPVnya adalah.....

Soal Games dan Tournament II

Proyek X dengan investasi senilai Rp 100.000.000,00 menghasilkan cash flow selama 5 tahun berturut-turut adalah sebagai berikut: Rp 50.000.000,00; Rp 50.000.000,00; Rp 10.000.000,00; Rp 1.000.000,00; dan Rp 1.000.000,00. Maka, Payback period yang dimiliki oleh proyek X adalah.....

Soal Games dan Tournament III

Proyek X dengan investasi senilai Rp 100.000.000,00 menghasilkan cash flow selama 5 tahun berturut-turut adalah sebagai berikut: Rp 30.000.000,00; Rp 40.000.000,00; Rp 30.000.000,00; Rp 40.000.000,00; dan Rp 30.000.000,00. Maka, Payback period yang dimiliki oleh proyek X adalah.....

Soal Games dan Tournament IV

PT. YYY direkomendasikan untuk berinvestasi terhadap Proyek Silver sebesar Rp 45.000.000,00. Cash flow yang dihasilkan oleh Proyek Silver selama 5 tahun berturut-turut adalah Rp 5.000.000,00; Rp 5.000.000,00; Rp 40.000.000,00; Rp 10.000.000,00; dan Rp 10.000.000,00. PT. YYY mengharapkan tingkat keuntungan sebesar 10%, maka NPV yang didapatkan selama 5 tahun adalah.....

Kunci Jawaban Games dan Tournament I

Tahun	Cash Flow	Discount Factor (R=15%)	Present Value of Cash Flow
1	Rp 150.000.000,00	0,8696	Rp 130.440.000,00
2	Rp 200.000.000,00	0,7561	Rp 151.220.000,00
3	Rp 250.000.000,00	0,6575	Rp 164.375.000,00
4	Rp 300.000.000,00	0,5718	Rp 171.540.000,00
Total Present Value of Cash Flow			Rp 617.575.000,00
Present Value of Investment			Rp 600.000.000,00
Net Present Value			Rp 17.575.000,00

Dari perhitungan tersebut diperoleh hasil NPV positif Rp. 17.575.000,00, artinya proyek ini layak dan dapat diterima.

Kunci Jawaban Games dan Tournament II

Tahun	Cash Flow	Sisa
	Rp (100.000.000,00)	
1	Rp 50.000.000,00	Rp 50.000.000,00
2	Rp 50.000.000,00	Rp 100.000.000,00
3	Rp 10.000.000,00	Rp 110.000.000,00
4	Rp 1.000.000,00	Rp 111.000.000,00
5	Rp 1.000.000,00	Rp 112.000.000,00

Payback period yang dimiliki oleh proyek tersebut adalah 2 tahun. Berarti, proyek tersebut mampu mengembalikan investasi yang ditanam selama 2 tahun.

Kunci Jawaban Games dan Tournament III

Tahun	Cash Flow	Sisa
	Rp (100.000.000,00)	
1	Rp 30.000.000,00	Rp 30.000.000,00
2	Rp 40.000.000,00	Rp 70.000.000,00
3	Rp 30.000.000,00	Rp 100.000.000,00
4	Rp 40.000.000,00	Rp 140.000.000,00
5	Rp 30.000.000,00	Rp 170.000.000,00

Payback period yang dimiliki oleh proyek tersebut adalah 3 tahun. Berarti, proyek tersebut mampu mengembalikan investasi yang ditanam selama 3 tahun.

Kunci Jawaban Games dan Tournament III

Tahun	Cash Flow	Discount Factor (R=10%)	Present Value of Cash Flow
1	Rp 5.000.000,00	0,9091	Rp 4.545.500,00
2	Rp 5.000.000,00	0,8264	Rp 4.132.000,00
3	Rp 40.000.000,00	0,7513	Rp 30.052.000,00
4	Rp 10.000.000,00	0,6830	Rp 6.830.000,00
5	Rp 10.000.000,00	0,6209	Rp 6.209.000,00
Total Present Value of Cash Flow			Rp 51.768.500,00
Present Value of Investment			Rp 45.000.000,00
Net Present Value			Rp 6.768.500,00

Dari perhitungan tersebut diperoleh hasil NPV positif Rp6.768.500,00 artinya proyek ini layak dan dapat diterima.

Guru Mata Pelajaran

Rukmanda Dias Aksiwi, S.Pd.

Wonosobo, Maret 2015

Mahasiswa

Puput Wulan Sari
NIM. 11403244033

Appendix 32. Lesson Plan of Control Group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**Metode Konvensional**

Satuan Pendidikan	: SMK
Nama Sekolah	: SMK NEGERI 1 WONOSOBO
Mata Pelajaran	: Pengantar keuangan dan Akuntansi
Kelas/Semester	: XI / Ganjil
Materi Pokok/ Tema/ Topik	: Payback Period dan Net Present Value (NPV)
Alokasi Waktu	: 2 x 45menit (90 menit)
Jumlah Pertemuan	: 1 (satu)
Pertemuan ke	: 1 (satu)

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku disiplin, tanggungjawab, peduli (kerjasama, toleran) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian dalam bidangkerja yang spesifik untuk memecahkan masalah.
4. Mengolah, menyaji, dan menalar dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, dan mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Kompetensi Dasar

- 1.3.Mensyukuri karunia Tuhan Yang Maha Esa, atas keteraturan yang salah satunya melalui pengembangan berbagai keterampilan dalam keuangan dan akuntansi.
- 1.4.Menyadari kebesaran Tuhan Yang Maha Esa yang menciptakan pengetahuan yang salah satunya keteraturan melalui pengembangan berbagai keterampilan dalam keuangan dan akuntansi.
- 2.3.Mengembangkan perilaku ilmiah (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong) dalam melakukan pembelajaran sehingga menjadi motivasi internal dalam pembelajaran keuangan dan akuntansi.
- 2.4.Menghargai kerja individu dan kelompok dalam pembelajaran sehari-hari sebagai wujud implementasi sikap proaktif dalam melakukan kegiatan pengelolaan keuangan.
- 3.2.Menjelaskan nilai waktu dan uang.
4. 2Menghitung nilai uang sekarang dan nilai uang masa depan.

C. Indikator Pencapaian Kompetensi

1. Terlihat aktif dalam pembelajaran Payback Period dan Net Present Value (NPV).
2. Toleran terhadap pemecahan masalah Payback Period dan Net Present Value (NPV) yang berbeda dan kreatif.
3. Mampu menjelaskan perhitungan nilai Payback Period dan Net Present Value (NPV).
4. Mampu menghitung nilai Payback Period dan Net Present Value (NPV).

D. Tujuan Pembelajaran

Setelah mengikuti pembelajaran peserta didik dapat :

1. Aktif dalam pembelajaran Payback Period dan Net Present Value (NPV).
2. Toleran terhadap proses pemecahan masalah Payback Period dan Net Present Value (NPV) yang berbeda dan aktif.

3. Menjelaskan perhitungan nilai Payback Period dan Net Present Value (NPV).
4. Menghitung nilai Payback Period dan Net Present Value (NPV).

E. Materi Pembelajaran

1. Payback Period

Payback period adalah periode yang diperlukan untuk dapat menutup kembali pengeluaran investasi yang menggunakan aliran cash netto/proceed. Waktu yang diperlukan agar dana yang ditanam pada suatu investasi dapat diperoleh kembali seluruhnya.

Rumus yang dapat adalah sebagai berikut:

$$\text{Payback Period} = \frac{\text{Outlay} \times 1 \text{ tahun}}{\text{Proceed}}$$

Dimana:

Outlay = Jumlah uang yang dikeluarkan atau investasi

Proceed = Jumlah uang yang diterima

Apabila periode “payback” kurang dari suatu periode yang telah ditentukan, proyek tersebut diterima, apabila tidak, proyek tersebut ditolak.

Apabila investor dihadapkan pada dua pilihan investasi, maka pilih payback period yang paling kecil.

Keuntungan yang dimiliki Payback Period adalah sebagai berikut:

- d. Mudah dihitung dan dimengerti.
- e. Payback period juga mempertimbangkan faktor “timing” atau saat penerimaan cash inflow, dan dengan demikian faktor waktu dari uang yang akan diterima.
- f. Payback period memberikan informasi mengenai informasi mengenai risiko dan likuiditas proyek. Proyek yang payback periodnya pendek memiliki risiko yang lebih kecil dan likuiditasnya yang lebih pendek.

Sedangkan kelemahan dari payback Period adalah sebagai berikut:

- c. Mengabaikan nilai waktu uang.

- d. Mengabaikan arus kas setelah payback period, karena hanya mengukur kecepatan kembalinya dana.

Contoh 1:

PD. Semakin Jaya melakukan investasi sebesar \$45.000, jumlah proceed per tahun adalah \$ 22.500, maka Payback Periodnya adalah:

Jawab:

$$\text{Payback Period} = \frac{45.000 \times 1 \text{ tahun}}{22.500} = 2 \text{ tahun}$$

Nilai Payback Period adalah 2 tahun. Artinya dana yang tertanam dalam aktiva sebesar \$45.000 akan dapat diperoleh kembali dalam jangka waktu 2 tahun.

Latihan 1:

PT. Jaya Mandiri melakukan investasi sebesar \$ 100.000 pada aktiva tetap, dengan proceed sebagai berikut:

Tahun	Proceed
1	\$.50.000.-
2	\$.40.000.-
3	\$.30.000.-
4	\$.20.000.-

Berapakah nilai Payback Period-nya?

Jawab:

Payback Periodnya adalah sebagai berikut:

Tahun	Proceed	Investasi	Sisa
0		100.000	
1	50.000		50.000
2	40.000		10.000
3	30.000		$\frac{10.000}{30.000} \times 12 \text{ bulan} = 4 \text{ bulan}$
4	20.000		

Nilai Payback Period adalah 2 tahun 4 bulan. Artinya dana yang tertanam dalam aktiva sebesar \$ 100.000 akan dapat diperoleh kembali dalam jangka waktu 2 tahun 4 bulan.

2. Net Present Value (NPV)

Net Present Value (NPV) adalah selisih Present Value dari keseluruhan Proceed dengan Present Value dari keseluruhan investasi. Arus kas dapat berupa pengeluaran-pengeluaran (cash outflows) dan penerimaan (cash inflows). Cash inflows diberi tanda - (negatif) dan cash outflows diberi tanda + (positif). Kriteria penerimaan: NPV nol atau positif, yang berarti present value dari arus kas masuk sama dengan atau lebih besar dari present value dari arus kas keluar.

NPV sebesar nol menunjukkan bahwa arus kas proyek tepat cukup untuk:

- c. Membayar kembali modal yang diinvestasikan.
- d. Menyediakan tingkat keuntungan yang diisyaratkan pada modal (biaya modal proyek).

Jika NPV adalah positif, arus kas proyek menghasilkan suatu “ sisa keuntungan” atau excess return yang akan dinikmati oleh para pemegang saham (pemilik) perusahaan). Jadi jika perusahaan mengambil proyek dengan NPV positif, nilai perusahaan (harga saham) akan naik yang berarti kesejahteraan pemegang saham (wealth of stockholders) naik. Jika perusahaan mengambil proyek hanya dengan NPV = 0, harga saham tidak berubah karena proyek hanya menghasilkan keuntungan sebesar yang diisyaratkan. Metode NPV ini dipandang sebagai pengukur profitabilitas

suatu proyek yang terbaik karena metode ini memfokuskan pada kontribusi proyek kepada kemakmuran pemegang saham.

Rumus yang dapat digunakan adalah sebagai berikut:

$$NPV = \sum_i^n \frac{CF}{(1+i)^n} - I_0$$

Dimana:

CF = Cashflow/ Proceeds/ jumlah uang yang diterima

i = Tingkat Bunga

n = Periode Waktu

I_0 = Nilai Investasi awal (tahun 0)

Contoh 2:

PD. Maju Jaya melakukan investasi sebesar Rp45.000,00. Proceed adalah selama tiga tahun adalah Rp22.500,00. Tingkat suku bunga 10%, maka Net Present Value (NPV)nya adalah:

Jawab:

$$\begin{aligned} NPV &= \left(\frac{22.500}{(1+10\%)^1} + \frac{22.500}{(1+10\%)^2} + \frac{22.500}{(1+10\%)^3} \right) - 45.000 \\ &= (20.454,55 + 18.595,04 + 16.904,58) - 45.000 \\ &= 55.954,17 - 45.000 \\ &= 10.954,17 \end{aligned}$$

PD. Maju Jaya memiliki nilai NPV positif, yaitu Rp10.954,17, maka investasi diterima.

Latihan 2:

PT. Satria memiliki melakukan investasi dengan suku bunga 10% dan proyeksi penerimaan sebagai berikut:

Tahun 1	Rp 60.000.000,-
Tahun 2	Rp 50.000.000,-
Tahun 3	Rp 40.000.000,-
Tahun 4	Rp 30.000.000,-

Tahun 5 Rp 20.000.000,-

Tahun 6 Rp 10.000.000,-

Jawab:

Tahun	Df (10%)	Proceeds	PV dari Proceeds
	1	2	1 x 2
1	0,9091	Rp 60.000,00	Rp 54.546,00
2	0,8264	Rp 50.000,00	Rp 41.320,00
3	0,7513	Rp 40.000,00	Rp 30.052,00
4	0,6830	Rp 30.000,00	Rp 20.490,00
5	0,6209	Rp 20.000,00	Rp 12.418,00
6	0,5645	Rp 10.000,00	Rp 5.645,00
PV Proceeds			Rp 164.471,00
PV outlays			Rp 120.000,00
NPV			Rp 44.471,00

Nilai NPV PD. Maju Jaya adalah sebesar Rp.44.471,00. Karena nilai ini positif, maka investasi diterima.

F. Pendekatan/ Model/ Metode Pembelajaran

1. Pendekatan : *Scientific Learning*
2. Model Pembelajaran : *Konvensional*
3. Metode : ceramah, tanya jawab dan diskusi

G. Media, Alat dan Sumber Belajar

1. Media : Buku
2. Alat : Papan Tulis dan Spidol
3. Sumber Belajar : Dina Novia P., (2011). *Capital Budgeting dalam Manajemen Keuangan*. Malang: Faculty of Agriculture, Universitas Brawijaya

H. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
Pendahuluan	<ol style="list-style-type: none"> 1. Mengucapkan salam, mengkondisikan kelas, memimpin doa, memeriksa kehadiran dan kesiapan siswa. 2. Memberi motivasi kepada siswa. 3. Melakukan apersepsi. 4. Menyampaikan Kompetensi Dasar dan Tujuan Pembelajaran yang akan dicapai. 5. Membagikan soal pretest. 	<ol style="list-style-type: none"> 1. Menjawab salam, menertibkan tempat duduk, berdoa, menjawab kehadirannya, dan mempersiapkan diri sendiri. 2. Termotivasi. 3. Memperhatikan guru. 4. Memperhatikan dan memahami apa yang disampaikan guru. 5. Mengerjakan <i>pretest</i>. 	20 menit
Inti	<ol style="list-style-type: none"> 1. Mengamati <ol style="list-style-type: none"> a. Meminta siswa untuk mengamati materi yang diberikan. b. Mengamati dan membimbing siswa. 2. Menanya <ol style="list-style-type: none"> a. Memberikan contoh soal dan latihan terkait Payback Period dan Net Present Value. b. Mengamati, membimbing dan menilai kegiatan siswa. 3. Mencoba/ Mengumpulkan Informasi <ol style="list-style-type: none"> a. Membimbing 	<ol style="list-style-type: none"> 1. Mengamati <ol style="list-style-type: none"> a. Memperhatikan materi yang diberikan Guru. b. Menanyakan hal-hal yang belum jelas mengenai materi Payback Period dan Net Present Value. 2. Menanya Mengerjakan tugas secara individu. 3. Mencoba/ Mengumpulkan Informasi Berdiskusi untuk 	45 menit

Kegiatan	Deskripsi Kegiatan		Alokasi Waktu
	Guru	Siswa	
	<p>siswa untuk mendiskusikan pemecahan dari masalah yang diberikan.</p> <p>b. Mengamati, membimbing dan menilai kegiatan siswa</p> <p>4. Mengasosiasi/ Menganalisis Informasi</p> <p>a. Memberikan siswa untuk penyelesaian permasalahan yang berbeda.</p> <p>b. Mengamati, membimbing dan menilai kegiatan siswa.</p> <p>5. Mengkomunikasikan Mengamati, membimbing dan menilai siswa.</p>	<p>mencari tahu informasi lebih lanjut mengenai penyelesaian masalah dan mencatatnya.</p> <p>4. Mengasosiasi/ Menganalisis Informasi Mengerjakan permasalahan baru secara individu.</p> <p>5. Mengkomunikasikan Menyajikan analisis jawaban dari soal yang ia kerjakan.</p>	
Penutup	<p>1. Mengevaluasi hasil penugasan berupa pemberian skor untuk masing-masing kelompok. Kelompok dengan skor tertinggi 1-3 diberikan piagam penghargaan.</p> <p>2. Mereview kembali materi yang telah disampaikan dan memberikan motivasi pada siswa untuk menggali materi lebih dalam.</p> <p>3. Memberikan <i>post test</i>.</p> <p>4. Menutup pelajaran dengan mengucapkan salam.</p>	<p>1. Salah satu anggota dari masing-masing kelompok yang memiliki skor tertinggi 1-3 menerima piagam penghargaan.</p> <p>2. Memperhatikan review yang diberikan Guru.</p> <p>3. Mengerjakan posttest.</p> <p>4. Menjawab salam.</p>	

I. Penilaian Hasil Belajar :

1. Mekanisme dan Prosedur

Penilaian ini terdiri dari dua kelompok yaitu proses dan hasil. Penilaian proses dilakukan melalui observasi kemampuan afektif dan psikomotor siswa, dan hasil pekerjaan siswa dalam latihan individu dan Games dan Tournament. Sedangkan penilaian hasil dilakukan melalui pretest dan posttest.

2. Instrumen Penilaian : Lembar Observasi dan Pretest-Posttest

3. Aspek dan Teknik Penilaian

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian
1.	Sikap a. Kejujuran siswa dalam mengerjakan tugas yang diberikan. b. Kedisilinan siswa dalam mengerjakan tugas yang diberikan. c. Tanggung jawab siswa dalam mengerjakan tugas yang diberikan. d. Kepedulian siswa terhadap teman yang belum memahami materi. e. Kesantunan siswa terhadap guru. f. Keramahan siswa terhadap meja dan kursi yang digunakan selama pembelajaran. g. Jiwa gotong royong yang dimiliki siswa dalam menjaga kerapian meja dan kursi selama proses pembelajaran.	Pengamatan	Selama pembelajaran
2.	Pengetahuan a. Pengertian Payback Period dan Net Present Value. b. Kriteria penilaian hasil perhitungan Payback Period dan Net Present Value	Pretest dan Posttest	Hasil pretest dan posttest yang diperoleh siswa

No.	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian
	(NPV). c. Perhitungan Payback Period dan Net Present Value (NPV). d. Sebab-akibat dari suatu hasil perhitungan Payback Period dan Net Present Value (NPV).		
3.	Keterampilan a. Siswa memahami materi. b. Siswa menggali informasi yang belum ia ketahui. c. Siswa mengumpulkan informasi yang telah ia dapatkan. d. Siswa menganalisis informasi dan data yang telah ia dapatkan. e. Siswa mengkomunikasikan hasil analisis.	Pengamatan	Selama pembelajaran

Pedoman Penilaian Pretest dan Posttest

$$\text{Skor} = \frac{\text{jumlah jawaban benar} \times 11}{100}$$

J. Lampiran Instrumen Penilaian Hasil Belajar

Soal

1. Proyek senilai Rp 600.000.000,00 menghasilkan cashflow selama 4 tahun masing-masing Rp 150.000.000,00; Rp 200.000.000,00; Rp 250.000.000,00; dan Rp 300.000.000,00. Bila diinginkan keuntungan sebesar 15%, maka NPVnya adalah.....
2. Proyek X dengan investasi senilai Rp 100.000.000,00 menghasilkan cash flow selama 5 tahun berturut-turut adalah sebagai berikut: Rp 50.000.000,00; Rp 50.000.000,00; Rp 10.000.000,00; Rp 1.000.000,00; dan Rp 1.000.000,00. Maka, Payback period yang dimiliki oleh proyek X adalah.....
3. Proyek X dengan investasi senilai Rp 100.000.000,00 menghasilkan cash flow selama 5 tahun berturut-turut adalah sebagai berikut: Rp 30.000.000,00; Rp 40.000.000,00; Rp 30.000.000,00; Rp 40.000.000,00; dan Rp 30.000.000,00. Maka Payback periodnya adalah.....
4. PT. YYY direkomendasikan untuk berinvestasi terhadap Proyek Silver sebesar Rp 45.000.000,00. Cash flow yang dihasilkan oleh Proyek Silver selama 5 tahun berturut-turut adalah Rp 5.000.000,00; Rp 5.000.000,00; Rp 40.000.000,00; Rp 10.000.000,00; dan Rp 10.000.000,00. PT. YYY mengharapkan tingkat keuntungan sebesar 10%, maka NPV yang didapatkan selama 5 tahun adalah.....

Kunci Jawaban**Nomor I**

Tahun	Cash Flow	Discount Factor (R=15%)	Present Value of Cash Flow
1	Rp 150.000.000,00	0,8696	Rp 130.440.000,00
2	Rp 200.000.000,00	0,7561	Rp 151.220.000,00
3	Rp 250.000.000,00	0,6575	Rp 164.375.000,00
4	Rp 300.000.000,00	0,5718	Rp 171.540.000,00
Total Present Value of Cash Flow			Rp 617.575.000,00
Present Value of Investment			Rp 600.000.000,00
Net Present Value (NPV)			Rp 17.575.000,00

Dari perhitungan tersebut diperoleh hasil NPV positif Rp. 17.575.000,00, artinya proyek ini layak dan dapat diterima.

Nomor II

Tahun	Cash Flow	Sisa
	Rp (100.000.000,00)	
1	Rp 50.000.000,00	Rp 50.000.000,00
2	Rp 50.000.000,00	Rp 100.000.000,00
3	Rp 10.000.000,00	Rp 110.000.000,00
4	Rp 1.000.000,00	Rp 111.000.000,00
5	Rp 1.000.000,00	Rp 112.000.000,00

Payback period yang dimiliki oleh proyek tersebut adalah 2 tahun. Berarti, proyek tersebut mampu mengembalikan investasi yang ditanam selama 2 tahun.

Nomor III

Tahun	Cash Flow	Sisa
	Rp (100.000.000,00)	
1	Rp 30.000.000,00	Rp 30.000.000,00
2	Rp 40.000.000,00	Rp 70.000.000,00
3	Rp 30.000.000,00	Rp 100.000.000,00
4	Rp 40.000.000,00	Rp 140.000.000,00
5	Rp 30.000.000,00	Rp 170.000.000,00

Payback period yang dimiliki oleh proyek tersebut adalah 3 tahun. Berarti, proyek tersebut mampu mengembalikan investasi yang ditanam selama 3 tahun.

Nomor III

Tahun	Cash Flow	Discount Factor (R=10%)	Present Value of Cash Flow
1	Rp 5.000.000,00	0,9091	Rp 4.545.500,00
2	Rp 5.000.000,00	0,8264	Rp 4.132.000,00
3	Rp 40.000.000,00	0,7513	Rp 30.052.000,00
4	Rp 10.000.000,00	0,6830	Rp 6.830.000,00
5	Rp 10.000.000,00	0,6209	Rp 6.209.000,00
Total Present Value of Cash Flow			Rp 51.768.500,00
Present Value of Investment			Rp 45.000.000,00
Net Present Value (NPV)			Rp 6.768.500,00

Dari perhitungan tersebut diperoleh hasil NPV positif Rp 6.768.500,00 artinya proyek ini layak dan dapat diterima.

Wonosobo, Maret 2015

Guru Mata Pelajaran

Mahasiswa

Rukmanda Dias Aksiwi, S. Pd.

Puput Wulan Sari
NIM. 11403244033

Appendix 33. Achievement Test

SOAL A

Berilah tanda (x) huruf a, b, c, d atau e pada jawaban yang paling benar atau lebar yang sudah disediakan!

1. Yang disebut dengan *Payback Period* adalah.....
 - a. Metode penilaian investasi yg menggunakan arus kas yang didiskontokan
 - b. Metode penilaian investasi untuk mencari tingkat bunga yang menyamakan nilai sekarang dari aliran kas netto dan investasi
 - c. Metode yang memiliki hasil keputusan sama dengan *Net Present Value (NPV)*
 - d. Periode waktu yang menunjukkan berapa lama dana yang diinvestasikan akan bisa kembali
 - e. Sebuah rencana rinci yang memproyeksikan aliran kas masuk dan aliran kas keluar selama beberapa periode pada saat yg akan datang.
2. Metode untuk mencari selisih antara nilai sekarang dari *proceed* dengan nilai sekarang dari suatu investasi merupakan pengertian dari.....

a. <i>Internal Rate Return</i>	d. <i>Payback Period</i>
b. <i>Net Present Value</i>	e. <i>Discounted Cash Flow</i>
c. <i>Propability Index</i>	
3. Apabila investor dihadapkan pada dua pilihan investasi, maka keputusan yang harus diambil adalah.....
 - a. Pilih yang *Payback Period*nya positif
 - b. Tidak memilih
 - c. Pilih kedua intestasi tersebut
 - d. Pilih *payback period* yang paling kecil
 - e. Pilih yang memiliki arus kas dengan jumlah besar
4. Proyek B membutuhkan investasi sebesar Rp 120.000.000,-. Arus kas diperkirakan Rp 40.000.000,- per tahun selama 6 tahun. *Payback Period* dari investasi tersebut adalah.....

a. 8 tahun	b. 2,4 tahun
------------	--------------

- c. 2 tahun
d. 3 tahun
- e. 6 tahun
5. Proyek B membutuhkan investasi sebesar Rp 120.000.000,-. *Proceeds* diperkirakan Rp 40.000.000,- per tahun selama 6 tahun dengan *rate of return* 10 %. Besarnya NPV adalah....
- a. Rp 54.208.000,-
b. Rp 54.212.080,-
c. Rp 174.212.000,-
- d. Rp 80.000.000,-
e. 4,3553
6. Nilai perusahaan (harga saham) naik dan diikuti dengan naiknya kesejahteraan pemegang saham (*wealth of stockholders*), merupakan suatu kondisi apabila.....
- a. NPV negative
b. NPV = IRR
c. NPV positive
- d. NPV = 0
e. $NPV \leq 0$
7. PT. Asthree akan melakukan investasi melalui pembelian sebuah gudang seharga Rp 55.000.000,-. Tingkat bunga dari investasi tersebut adalah 20 % dengan pendapatan bersih sebagai berikut :
- | | | | |
|---------|----------------|---------|----------------|
| Tahun 1 | Rp 2.500.000,- | Tahun 3 | Rp 4.500.000,- |
| Tahun 2 | Rp 3.500.000,- | Tahun 4 | Rp 5.000.000,- |
- Berdasarkan ilustrasi PT. Asthree di atas, tentukan besarnya NPV dan keputusan yang harus diambil berdasarkan hasil perhitungan NPV!
- a. -Rp 23.838.000,- dan diterima
b. -Rp 45.470.700,- dan ditolak
c. Rp 27.838.000,- dan diterima
d. Rp 22.388.080,- dan ditolak
e. Rp 22.388.000,- dan ditolak
8. Proyek B membutuhkan investasi sebesar Rp 120.000.000,-. Tingkat bunga 10 %, *proceeds* diperkirakan :
- | | | | |
|---------|------------------|---------|------------------|
| Tahun 1 | Rp. 50.000.000,- | Tahun 4 | Rp. 30.000.000,- |
| Tahun 2 | Rp. 50.000.000,- | Tahun 5 | Rp. 20.000.000,- |
| Tahun 3 | Rp. 40.000.000,- | Tahun 6 | Rp. 20.000.000,- |

Besarnya NPV adalah.....

- a. Rp 40.890.000,-
- b. Rp 120.000.000,-
- c. Rp 12.000.000,-
- d. Rp 160.980.000,-
- e. Rp 41.025.000,-

9. PT. Asthree akan melakukan investasi melalui pembelian sebuah gudang seharga Rp 15.000.000,-. Tingkat bunga dari investasi tersebut adalah 20 % dengan pendapatan bersih sebagai berikut :

Tahun 1 Rp 2.500.000,-

Tahun 3 Rp 4.500.000,-

Tahun 2 Rp 3.500.000,-

Tahun 4 Rp 6.000.000,-

Tentukan Payback Period dari investasi yang dilakukan PT. Asthree!

- a. 3 tahun 9 bulan
- b. 3 tahun 3 bulan
- c. 10 tahun 3 bulan
- d. 2 tahun 3 bulan
- e. 3 tahun 7 bulan

10. Kelemahan *Payback Period*:

- (1) Mengabaikan nilai waktu uang
- (2) Dicari dengan cara coba-coba atau interpolasi
- (3) Mengabaikan proceeds setelah Payback Period dicapai
- (4) Mengabaikan nilai sisa
- (5) Membutuhkan penganggaran modal

Yang termasuk kelemahan dari *Payback Period* adalah.....

- a. (3), (4) dan (5)
- b. (1), (3) dan (4)
- c. (1), (3) dan (5)
- d. (1), (2) dan (4)
- e. (2), (3) dan (4)

11. Kriteria penilaian suatu investasi berdasarkan *Net Present Value* adalah.....

- a. $NPV \leq 0$ maka investasi layak dan diterima
- b. $NPV \neq 0$ maka investasi layak dan diterima
- c. $NPV > 0$ maka investasi tidak layak dan ditolak
- d. $NPV = 0$ maka investasi layak dan diterima
- e. $NPV > 0$ maka investasi layak dan diterima

12. Kriteria penilaian suatu investasi berdasarkan *Payback period* adalah.....

- a. Apabila *payback period* sama dengan jangka waktu kredit yang diisyaratkan oleh investor atau pihak bank, maka investasi ditolak
 - b. Apabila *payback period* lebih pendek dibanding jangka waktu kredit yang diisyaratkan oleh investor atau pihak bank, maka investasi ditolak
 - c. Apabila *payback period* lebih panjang dibanding jangka waktu kredit yang diisyaratkan oleh investor atau pihak bank, maka investasi diterima
 - d. Apabila *payback period* lebih pendek dibanding jangka waktu kredit yang diisyaratkan oleh investor atau pihak bank, maka investasi diterima.
 - e. Apabila *payback period* sama dengan jangka waktu kredit yang diisyaratkan oleh investor atau pihak bank, maka investasi diterima
13. Langkah yang digunakan untuk menghidung *Net Present Value* adalah.....
- a. Memberikan nilai sekarang >investasinya
 - b. Pembagian atau rasio antara PV aliran kas bersih dengan PV investasi
 - c. Dicari dengan cara coba-coba atau interpolasi
 - d. Mengurangkan investasi dengan aliran kas masuk bersih tiap tahun
 - e. Mencari selisih antara NPV aliran kas bersih dengan PV investasi
14. Faktor-faktor yang digunakan untuk menghitung *Net Present Value*, kecuali.....
- a. Nilai investasi
 - b. Arus kas didiskontokan
 - c. Aliran kas netto pada periode t
 - d. *Discount rate*
 - e. Jangka waktu proyek investasi
15. Payback Period dari suatu proyek memiliki risiko yang lebih kecil dan likuiditas yang lebih pendek, apabila kondisi dari proyek tersebut adalah sebagai berikut.....
- a. Proyek yang payback periodnya panjang
 - b. Proyek yang payback periodnya lama
 - c. Proyek yang arus kasnya tetap
 - d. Proyek yang payback periodnya 3 tahun
 - e. Proyek yang payback periodnya pendek

SOAL B

Berilah tanda (x) huruf a, b, c, d atau e pada jawaban yang paling benar atau lembar yang sudah disediakan!

2. Yang disebut dengan *Payback Period* adalah.....
 - a. Periode waktu yang menunjukkan berapa lama dana yang diinvestasikan akan bias kembali
 - b. Metode penilaian investasi yang menggunakan arus kas yang didiskontokan
 - c. Metode yang memiliki hasil keputusan sama dengan *Net Present Value*
 - d. Metode penilaian investasi untuk mencari tingkat bunga yang menyamakan nilai sekarang dari aliran kas netto dan investasi
 - e. Sebuah rencana rinci yang memproyeksikan aliran kas masuk dan aliran kas keluar selama beberapa periode pada saat yang akan datang.
3. Metode untuk mencari selisih antara nilai sekarang dari *proceed* dengan nilai sekarang dari suatu investasi merupakan pengertian dari.....

a. <i>Internal Rate Return</i>	d. <i>Propability Index</i>
b. <i>Payback Period</i>	e. <i>Discounted Cash Flow</i>
c. <i>Net Present Value</i>	
4. Kriteria penilaian suatu investasi berdasarkan *Payback period* adalah.....
 - a. Apabila *payback period* lebih panjang disbanding jangka waktu kredit yang diisyaratkan oleh investor atau pihak bank, maka investasi diterima
 - b. Apabila *payback period* sama dengan jangka waktu kredit yang diisyaratkan oleh investor atau pihak bank, maka investasi ditolak
 - c. Apabila *payback period* lebih pendek disbanding jangka waktu kredit yang diisyaratkan oleh investor atau pihak bank, maka investasi ditolak
 - d. Apabila *payback period* sama dengan jangka waktu kredit yang diisyaratkan oleh investor atau pihak bank, maka investasi diterima
 - e. Apabila *payback period* lebih pendek disbanding jangka waktu kredit yang diisyaratkan oleh investor atau pihak bank, maka investasi diterima.
5. Kriteria penilaian suatu investasi berdasarkan *Net Present Value* adalah.....

- a. $NPV \leq 0$ maka investasi layak dan diterima
 - b. $NPV > 0$ maka investasi layak dan diterima
 - c. $NPV > 0$ maka investasi tidak layak dan ditolak
 - d. $NPV = 0$ maka investasi layak dan diterima
 - e. $NPV \neq 0$ maka investasi layak dan diterima
6. Faktor-faktor yang digunakan untuk menghitung *Net Present Value*, kecuali.....
- a. Nilai investasi
 - b. Aliran kas netto pada periode t
 - c. *Discount rate*
 - d. Jangka waktu proyek investasi
 - e. Arus kas didiskontokan
7. Proyek B membutuhkan investasi sebesar Rp 120.000.000,-. Arus kas diperkirakan Rp 40.000.000,- per tahun selama 6 tahun. *Payback Period* dari investasi tersebut adalah.....
- a. 3 tahun
 - b. 2,4 tahun
 - c. 2 tahun
 - d. 8 tahun
 - e. 6 tahun
7. Proyek B membutuhkan investasi sebesarRp 120.000.000,-. *Proceeds* diperkirakan Rp 40.000.000,- per tahun selama 6 tahun dengan *rate of return* 10 %. Besarnya NPV adalah.....
- a. Rp 80.000.000,-
 - b. Rp 54.212.080,-
 - c. Rp 174.212.000,-
 - d. Rp 54.208.000,-
 - e. 4,3553
8. Proyek B membutuhkan investasi sebesarRp 120.000.000,-. Tingkat bunga 10 %, *proceeds* diperkirakan :
- | | |
|--------------------------|--------------------------|
| Tahun 1 Rp. 50.000.000,- | Tahun 4 Rp. 30.000.000,- |
| Tahun 2 Rp. 50.000.000,- | Tahun 5 Rp. 20.000.000,- |
| Tahun 3 Rp. 40.000.000,- | Tahun 6 Rp. 20.000.000,- |
- Besarnya NPV adalah.....

- a. Rp 40.890.000,-
- b. Rp 41.025.000,-
- c. Rp 12.000.000,-
- d. Rp 160.980.000,-
- e. Rp 120.000.000,-

9. PT. Asthree akan melakukan investasi melalui pembelian sebuah gudang seharga Rp15.000.000,-. Tingkat bunga dari investasi tersebut adalah 20 % dengan pendapatan bersih sebagai berikut :

- | | | | |
|---------|----------------|---------|----------------|
| Tahun 1 | Rp 2.500.000,- | Tahun 3 | Rp 4.500.000,- |
| Tahun 2 | Rp 3.500.000,- | Tahun 4 | Rp 6.000.000,- |

Tentukan Payback Period dari investasi yang dilakukan PT. Asthree!

- a. 3 tahun 3 bulan
- b. 10 tahun 3 bulan
- c. 2 tahun 3 bulan
- d. 3 tahun 9 bulan
- e. 3 tahun 7 bulan

10. PT. Asthree akan melakukan investasi melalui pembelian sebuah gudang seharga Rp 55.000.000,-. Tingkat bunga dari investasi tersebut adalah 20 % dengan pendapatan bersih sebagai berikut :

- | | | | |
|---------|----------------|---------|----------------|
| Tahun 1 | Rp 2.500.000,- | Tahun 3 | Rp 4.500.000,- |
| Tahun 2 | Rp 3.500.000,- | Tahun 4 | Rp 5.000.000,- |

Berdasarkan ilustrasi PT. Asthree di atas, tentukan besarnya NPV dan keputusan yang harus diambil berdasarkan hasil perhitungan NPV!

- a. Rp 22.388.000,- dan ditolak
- b. -Rp 23.838.000,- dan diterima
- c. Rp 27.838.000,- dan diterima
- d. Rp 22.388.080,- dan ditolak
- e. -Rp 45.470.700,- dan ditolak

11. Kelemahan *Payback Period*:

- (1) Mengabaikan nilai waktu uang
- (2) Dicari dengan cara coba-coba atau interpolasi
- (3) Mengabaikan proceeds setelah Payback Period dicapai
- (4) Mengabaikan nilai sisa
- (5) Membutuhkan penganggaran modal

Yang termasuk kelemahan dari *Payback Period* adalah.....

- a. (3), (4) dan (5)
 - b. (1), (2) dan (4)
 - c. (1), (3) dan (4)
 - d. (2), (3) dan (4)
 - e. (1), (3) dan (5)
12. Langkah yang digunakan untuk menghidung *Net Present Value* adalah.....
- a. Mengurangkan investasi dengan aliran kas masuk bersih tiap tahun
 - b. Memberikan nilai sekarang > investasinya
 - c. Dicari dengan cara coba-coba atau interpolasi
 - d. Mencari selisih antara NPV aliran kas bersih dengan PV investasi
 - e. Pembagian atau rasio antara PV aliran kas bersih dengan PV investasi
13. Nilai perusahaan (harga saham) naik dan diikuti dengan naiknya kesejahteraan pemegang saham (wealth of stockholders), merupakan suatu kondisi apabila.....
- a. $NPV = 0$
 - b. NPV negatif
 - c. NPV positif
 - d. $NPV \leq 0$
 - e. $NPV = IRR$
14. Payback Period dari suatu proyek memiliki risiko yang lebih kecil dan likuiditas yang lebih pendek, apabila kondisi dari proyek tersebut adalah sebagai berikut.....
- a. Proyek yang payback periodnya panjang
 - b. Proyek yang payback periodnya 3 tahun
 - c. Proyek yang payback periodnya pendek
 - d. Proyek yang payback periodnya lama
 - e. Proyek yang aruskasnya tetap
15. Apabila investor dihadapkan pada dua pilihan investasi, maka keputusan yang harus diambil adalah.....
- a. Pilih payback period yang paling kecil
 - b. Pilih yang Payback Periodnya positif
 - c. Pilih kedua intestasi tersebut
 - d. Tidakmemilih
 - e. Pilih yang memiliki arus kas dengan jumlah besar

LEMBAR JAWAB

Nama :

No. Absen :

Kelas :

1. A B C D E

2. A B C D E

3. A B C D E

4. A B C D E

5. A B C D E

6. A B C D E

7. A B C D E

8. A B C D E

9. A B C D E

10. A B C D E

11. A B C D E

12. A B C D E

13. A B C D E

14. A B C D E

15. A B C D E

Appendix 34. Observation Sheet

LEMBAR PENGAMATAN PENILAIAN SIKAP

Mata Pelajaran : Pengantar Keuangan dan Akuntansi

Kelas/ Semester : XI/ Ganjil

Tahun Pelajaran : 2014/2015

Waktu Pengamatan : Selama Proses Pembelajaran

Indikator dalam penilaian sikap dengan menggunakan pola kemunculan.

A. Jujur

Skor	Kriteria
2	Siswa mengerjakan tugas yang diberikan secara individu.
1	Siswa mengerjakan tugas yang diberikan dengan bekerjasama.
0	Siswa mengerjakan yang diberikan dengan mencontek pekerjaan teman.

B. Disiplin

Skor	Kriteria
2	Siswa hadir mengikuti proses pembelajaran di kelas.
1	Siswa tidak masuk sekolah karena sakit atau izin dan ada keterangan yang jelas.
0	Siswa tidak masuk sekolah tanpa keterangan.

C. Tanggung Jawab

Skor	Kriteria
2	Siswa mengerjakan semua tugas yang diberikan.
1	Siswa mengerjakan sebagian tugas yang diberikan.
0	Siswa sama sekali tidak mengerjakan tugas yang diberikan.

D. Peduli

Skor	Kriteria
2	Siswa memberikan penjelasan kepada teman mengenai semua kesulitan yang dialami.
1	Siswa memberikan penjelasan kepada teman mengenai sebagian kesulitan yang dialami.
0	Siswa tidak memberikan penjelasan kepada teman mengenai kesulitan yang dialami.

E. Santun

Skor	Kriteria
2	Siswa duduk menghadap meja yang dimilikinya selama pembelajaran.
1	Siswa berbicara dengan teman satu bangku saat pembelajaran.
0	Siswa berbicara dengan teman lain bangku saat pembelajaran.

F. Gotong-Royong

Skor	Kriteria
2	Siswa menjaga kerapian meja dan kursi yang digunakan selama pembelajaran.
1	Siswa hanya menjaga kerapian meja atau kursi yang digunakan selama pembelajaran.
0	Siswa tidak menjaga kerapian meja dan kursi yang digunakan selama pembelajaran.

LEMBAR PENGAMATAN PENILAIAN KETERAMPILAN

Mata Pelajaran : Pengantar Keuangan dan Akuntansi

Kelas/ Semester : XI/ Ganjil

Tahun Pelajaran : 2014/2015

Waktu Pengamatan : Selama Proses Pembelajaran

Indikator dalam penilaian sikap dengan menggunakan pola kemunculan.

A. Siswa memahami materi.

Skor	Kriteria
2	Siswa menjawab 71-100% soal penugasan yang diberikan dengan benar.
1	Siswa menjawab 41-70% soal penugasan yang diberikan dengan benar.
0	Siswa menjawab 0-40% soal penugasan yang diberikan dengan benar.

B. Siswa menggali informasi yang belum ia ketahui.

Skor	Kriteria
2	Siswa mencatat contoh soal yang diberikan guru dengan lengkap.
1	Siswa tidak mencatat contoh soal yang diberikan guru dengan lengkap.
0	Siswa tidak mencatat contoh soal yang diberikan guru.

C. Siswa mengumpulkan informasi yang telah ia dapatkan.

Skor	Kriteria
2	Siswa memiliki catatan materi dengan lengkap.
1	Siswa tidak memiliki catatan materi yang lengkap.
0	Siswa tidak memiliki catatan materi.

D. Siswa menganalisis informasi dan data yang telah ia dapatkan.

Skor	Kriteria
2	Siswa mengerjakan soal yang diberikan dengan prosedur yang benar.
1	Siswa mengerjakan soal yang diberikan tanpa prosedur yang benar.
0	Siswa tidak mengerjakan soal yang diberikan.

E. Siswa mengkomunikasikan hasil analisis.

Skor	Kriteria
2	Siswa menyajikan analisis jawaban dari soal yang ia kerjakan dengan benar.
1	Siswa salah menyajikan analisis jawaban dari soal yang ia kerjakan.
0	Siswa tidak menyajikan analisis jawaban dari soal yang ia kerjakan.

Appendix 35. Data of First Groups

KELOMPOK I

NO. ABSEN	<i>IDENTITY STYLE*</i>
1	1
3	1
4	1
7	1
12	1
32	1

KELOMPOK II

NO. ABSEN	<i>IDENTITY STYLE*</i>
6	2
8	2
9	2
14	2
15	2

KELOMPOK III

NO. ABSEN	<i>IDENTITY STYLE*</i>
2	3
5	3
10	3
11	3
13	3
21	3

KELOMPOK IV

NO. ABSEN	<i>IDENTITY STYLE*</i>
16	1
17	2
23	1
24	2
27	1

KELOMPOK V

NO. ABSEN	<i>IDENTITY STYLE*</i>
18	1
20	2
25	1
30	2
28	1

KELOMPOK VI

NO. ABSEN	<i>IDENTITY STYLE*</i>
19	1
22	2
26	1
31	2
29	1

Keterangan:

Identity Style 1 = *Informational Style**Identity Style 2* = *Normative Style**Identity Style 3* = *Diffuse-Avoidant Style*

Appendix 36. List of Students, Scores dan Rank in Each Games

GAMES I								
MEJA TOURNAMENT I			MEJA TOURNAMENT II			MEJA TOURNAMENT III		
NO. ABSEN	SKOR	RANGKING	NO. ABSEN	SKOR	RANGKING	NO. ABSEN	SKOR	RANGKING
1	4	3	3	3	4	4	5	2
6	5	2	8	6	1	9	4	3
2	6	1	5	4	3	10	1	6
16	2	5	17	1	6	23	6	1
18	3	4	20	5	2	25	2	5
19	1	6	22	2	5	26	3	4
MEJA TOURNAMENT IV			MEJA TOURNAMENT V			MEJA TOURNAMENT VI		
NO. ABSEN	SKOR	RANGKING	NO. ABSEN	SKOR	RANGKING	NO. ABSEN	SKOR	RANGKING
7	5	2	12	4	3	32	5	2
14	2	5	15	6	1	21	6	1
11	4	3	13	5	2			
24	1	6	27	2	5			
30	3	4	28	3	4			
31	6	1	29	1	6			
GAMES II								
MEJA TOURNAMENT I			MEJA TOURNAMENT II			MEJA TOURNAMENT III		
NO. ABSEN	SKOR	RANGKING	NO. ABSEN	SKOR	RANGKING	NO. ABSEN	SKOR	RANGKING
2	1	6	6	6	1	1	5	2
8	4	3	20	1	6	5	2	5
23	3	4	4	2	5	9	4	3
31	2	5	7	3	4	11	3	4
15	5	2	13	5	2	12	6	1
21	6	1	32	4	3			
MEJA TOURNAMENT IV			MEJA TOURNAMENT V			MEJA TOURNAMENT VI		
NO. ABSEN	SKOR	RANGKING	NO. ABSEN	SKOR	RANGKING	NO. ABSEN	SKOR	RANGKING
18	2	5	16	5	2	19	5	2
3	3	4	22	3	4	17	3	4
26	6	1	25	4	3	10	2	5
30	5	2	14	6	1	24	6	1
28	4	3	27	2	5	29	4	3

GAMES III								
MEJA TOURNAMENT I			MEJA TOURNAMENT II			MEJA TOURNAMENT III		
NO. ABSEN	SKOR	RANGKING	NO. ABSEN	SKOR	RANGKING	NO. ABSEN	SKOR	RANGKING
21	1	6	15	2	5	8	6	1
6	3	4	13	3	4	32	1	6
12	5	2	1	1	6	9	4	3
26	4	3	30	5	2	28	3	4
14	6	1	16	4	3	25	5	2
24	2	5	19	6	1	29	2	5
MEJA TOURNAMENT IV			MEJA TOURNAMENT V			MEJA TOURNAMENT VI		
NO. ABSEN	SKOR	RANGKING	NO. ABSEN	SKOR	RANGKING	NO. ABSEN	SKOR	RANGKING
23	4	3	31	5	2	2	6	1
7	1	6	4	6	1	20	5	2
11	2	5	5	3	4			
3	5	2	18	4	3			
22	6	1	27	2	5			
17	3	4	10	1	6			

GAMES IV								
MEJA TOURNAMENT I			MEJA TOURNAMENT II			MEJA TOURNAMENT III		
NO. ABSEN	SKOR	RANGKING	NO. ABSEN	SKOR	RANGKING	NO. ABSEN	SKOR	RANGKING
14	3	4	12	1	6	26	2	5
19	4	3	30	4	3	16	6	1
8	6	1	25	2	5	9	5	2
22	2	5	3	6	1	23	4	3
4	5	2	31	5	2	18	3	4
2	1	6	20	3	4			
MEJA TOURNAMENT IV			MEJA TOURNAMENT V			MEJA TOURNAMENT VI		
NO. ABSEN	SKOR	RANGKING	NO. ABSEN	SKOR	RANGKING	NO. ABSEN	SKOR	RANGKING
6	3	4	24	3	4	21	6	1
13	2	5	15	5	2	1	3	4
28	5	2	29	4	3	32	5	2
17	4	3	11	6	1	7	4	3
5	6	1	27	2	5	10	2	4

Appendix 37. List of Score from Each Groups

KELOMPOK I

NO	G1	G2	G3	G4	JML
1	4	3	5	1	13
3	3	6	3	5	17
4	5	5	2	6	18
7	5	4	3	1	13
12	4	1	6	5	16
32	5	5	4	1	15
JUMLAH					92

KELOMPOK II

NO	G1	G2	G3	G4	JML
6	5	3	6	3	17
8	6	6	4	6	22
9	4	5	4	4	17
14	2	3	6	6	17
15	6	5	5	2	18
JUMLAH					91

KELOMPOK III

NO	G1	G2	G3	G4	JML
2	6	1	1	6	14
5	4	6	2	3	15
10	1	2	2	1	6
11	4	6	3	2	15
13	5	2	5	3	15
21	6	6	6	1	19
JUMLAH					84

KELOMPOK IV

NO	G1	G2	G3	G4	JML
16	2	6	5	4	17
17	1	4	3	3	11
23	6	4	3	4	17
24	1	3	6	2	12
27	2	2	2	2	8
JUMLAH					65

KELOMPOK V

NO	G1	G2	G3	G4	JML
18	3	3	2	4	12
20	5	3	1	5	14
25	2	2	4	5	13
30	3	4	5	5	17
28	3	5	4	3	15
JUMLAH					71

KELOMPOK VI

NO	G1	G2	G3	G4	JML
19	1	4	5	6	16
22	2	2	3	6	13
26	3	2	6	4	15
31	6	5	2	5	18
29	1	4	4	2	11
JUMLAH					73

Keterangan:

G1 = Games I

G5 = Games V

G2 = Games II

G6 = Games VI

G3 = Games III

G4 = Games IV

Appendix 38. List of Champios

JUARA	KELOMPOK	JUMLAH SKOR
I	I	92
II	II	91
III	III	84

Appendix 39. Documentation

The Control Group



The Experimental Group





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS EKONOMI

Alamat: Karangmalang Yogyakarta 55281
Telp. (0274) 586168 Ext. 815, 817, 821 Fax. (0274) 554902
Website : <http://fe.uny.ac.id> Email : fe@uny.ac.id

Nomor : 561/UN34.18/LT/2015
Lampiran : 1 Bendel Proposal
Hal : Permohonan ijin penelitian

Yogyakarta, 20 Maret 2015

Yth. Kepala SMK N 1 Wonosobo
Jl. Bhayangkara No. 12 Wonosobo
Wonosobo

Kami sampaikan dengan hormat permohonan ijin penelitian Tugas Akhir Skripsi bagi mahasiswa :

Nama : Puput Wulan Sari
NIM : 11403244033
Jurusan/Prodi : Pendidikan Akuntansi/Pendidikan Akuntansi
Judul : The Effect of Cooperative Learning Method Type Teams Games Tournament (TGT) With Identity Style as Moderating Variable to Improve Student's Learning Outcomes in Grade X Accounting Study Program SMK Negeri 1 Wonosobo Academic Year of 2014/2015

Atas kerjasama dan ijinnya diucapkan terima kasih.

Wakil Dekan I,

Drs. Nurhadi, M.M.
NIDN 0550101 198103 1 006

Tembusan :

1. Sub. Bagian Pendidikan dan Kemahasiswaan;
2. Mahasiswa yang bersangkutan.



PEMERINTAH KABUPATEN WONOSOBO
DINAS PENDIDIKAN KEBUDAYAAN
PEMUDA DAN OLAH RAGA
SMK NEGERI 1 WONOSOBO

Jl. Bhayangkara No. 12 ☎ (0286) 321219, 325043 Fax 325073 Wonosobo 56311
Website: www.smkn1-wnb.sch.id E-mail: info@smkn1-wnb.sch.id

BIDANG KEAHLIAN: BISNIS DAN MANAJEMEN-TEKNOLOGI INFORMASI DAN KOMUNIKASI

SURAT KETERANGAN PENELITIAN

Nomor : 800/.....²⁰¹...../2015

Kami yang bertandatangan di bawah ini, menerangkan bahwa,

Nama : PUPUT WULAN SARI
NIM : 11403244033
Prodi / Jurusan : Pendidikan Akuntansi
Perguruan Tinggi : UNY

Telah melakukan pengambilan data penelitian skripsi yang berjudul:


"THE EFFECT COOPERATIVE LEARNING METHODE TYPE TEAMS GAMES TOURNAMENT (TGT) WITH IDENTITY STYLE AS MODERATING VARIABLE TO IMPROVE STUDENT LEARNING OUTCOME IN GRADE X ACCOUNTING STUDY PROGRAM SMK NEGERI 1 WONOSOBO ACADEMIC YEAR OF 2014/2015"

di SMK N 1 Wonosobo pada Tanggal 6 s.d 11 April 2015 . Demikian keterangan ini untuk dapat dipergunakan sebagaimana mestinya.



Mengetahui
Kepala Sekolah

Joko Sriwidadi, MM
NIP 196305051988031018



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS EKONOMI

Alamat : Kampus Kruengmatang Yogyakarta 55281 Telp./Fax. (0274) 554992 (0274) 584168 Pbx 815
 Website <http://www.fe.uns.ac.id>

**KARTU MONITORING
BIMBINGAN TUGAS AKHIR**

No. Pendaftaran : 823 Tanggal : 22 JUN 2015





Nama Mahasiswa : Purpe Wulan Sari

NIM : 11403549053 Prodi : Pendidikan Akuntansi

Dosen Pembimbing : Dr. Ratna Candina Sari, M. Ed., Ak. NIP. 1936008 200801 2 014

Judul Tugas Akhir : The Effect of Cooperative Learning Method type Teams Games Tournament (TGT) with Identity Style as Moderating Variable to Improve Student's Learning Outcomes in Grade X Accounting SMA Negeri 1 Wonorejo Academic Year of 2014 / 2015

Proses Pembimbingan :

No	Materi Bimbingan	Saran Pembimbing	Tanggal/ Paraf
1	Pro-proposal	Garis jenis penelitian, dan pengaruh menjadi kebetulan	05/04-2014 
2	Pro-proposal	- Garis metode penelitian, dan triangulasi group discussion menjadi Teams Games Tournament - Garis desain penelitian yang meliputi variabel Z, ke-05, dan smk Pengaruh Penguji menjadi smk 1 Wonorejo	21/05-2014 
3	BAB I, II, III	- menambahkan Identity style sebagai variabel moderating - menambahkan Identity style sebagai faktor pembuat dari penelitian yang relevan - desain penelitian dengan desain faktorial 2x5 - menambahkan Identity style ke dalam variabel penelitian	01/12-2014 
4	BAB I, II, III	- memperbaiki rumusan masalah, tujuan penelitian dan hipotesis penelitian - mengkonversi uji hipotesis dari T-test menjadi two-way Anova	05/01-2015 
5	BAB I, II, III Ditahap untuk menyerahkan dan laporan Indonesia ke lokasi inggris	- menambahkan Elemen dari masing masing Identity style ke dalam definisi operasional	21/01-2015 